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HOLLAND GRAMMAR

WITH EXERCISES

Elementary Course for Schools
and Colleges

BY

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GRAMMAR SCHOOL EDITION

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P R E F A C E

This book is destined for the first course in Dutch at Calvin Collegè, Grand Rapids, Mich., and for the first course in Dutch in any academy or college. It distinguishes itself from grammars of the same kind in several ways. In the first place it limits itself to the most necessary parts of the grammar i. e. Declension, Conjugation and Syntax. Secondly it is based on experience and therefore tries to cover all phenomena which are especially important for persons who are liable to anglicize their Dutch, and to hollandize their English. Thirdly it reserves difficult grammatical phenomena, like genitive and dative, to the last part of the book, not only to enable the student to get a clear idea of subject, predicate, and direct object first, but also to enable the teacher to spread the course over two years, and to build on the grammatical knowledge which the student may have obtained by studying Latin, German, or French. This textbook, therefore, is not only fit for college students, as the grammars of La Valette and Hossfeld are, but the author expects to use it in the first and second years of the Academy department. If limited to the first twenty-five lessons it may even be used to some advantage in the highest grades of the grammar schools.

This textbook aims at giving an elementary course after which no more grammar is required for a person who wants to be prepared for the study of classics and for free composition. If the grammar and the vocabulary are mastered—as they ought to be—the student will be acquainted with

almost every grammatical phenomenon and idiomatical construction, so that it will not be difficult for him to read classics with the help of a good dictionary, and to write an easy essay or composition without the gross mistakes that so often deface the articles in our Holland American papers.

Only a few idioms are given as the author has been taught by experience that idioms are best studied from the context. As soon as the student is able to read the Dutch classics—of which some are of a charming simplicity—then he should try to understand every expression, master it, and thus increase his knowledge from day to day.

The model sentences should be all committed to memory and in this way the rules of the Dutch grammar ought to be mastered. The Dutch exercises ought to be translated into idiomatic English, then learned by heart, and finally be used for dictation. The English sentences should be translated very carefully into idiomatic Dutch, for which the vocabulary and the model sentences may be of great avail. Every translation should be discussed in class and be put to a severe grammatical test.

No rules for pronunciation are given as the textbook is meant for class instruction. It may, however, be used for individual study, if the student is acquainted with the Dutch pronunciation.

With a first edition a good many mistakes may be expected, especially in the English exercises and translations. The writer craves the indulgence of all students and will be glad to enrich himself with the knowledge of others.

The work is based on the grammars of Den Hertog en Terwey, to whom the author is also indebted for many useful examples and sentences.

Calvin College, July, 1916. HENRY J. G. VAN ANDEL.

LESSON I

To Have. Form of the Definite Article in the Singular GENDER

§ 1. The verb *to have* is an irregular verb in Dutch, but as in English, occurs several times. Its forms should be fully mastered.

	<i>Present</i>	<i>Past</i>
S.	1. <i>Ik heb</i> , I have.	<i>Ik had</i> , I had.
	2. <i>Gij hebt</i> , You have.	<i>Gij hadt</i> , You had.
	3. <i>Hij (zij, het) heeft</i> , He (she, it) has.	<i>Hij had</i> , He had.
P.	1. <i>Wij hebben</i> , We have.	<i>Wij hadden</i> , We had.
	3. <i>Zij hebben</i> , They have.	<i>Zij hadden</i> , They had.

Remarks. As in English the second person plural is used for the second person singular, which has disappeared. In polite conversation we use *U* instead of the more formal *gij* which is used especially in bible style, in prayers, in sermons, and in formal letters.

§ 2. GENDER IN DUTCH is not natural, but natural and grammatical. This causes a good many difficulties to English students of the Dutch language. Names of male persons and animals are masculine. Names of female persons and animals are feminine. E. g. *kater* (tom-cat), *ezel* (he-donkey), *haan* (rooster) are masculine, and *kat* (tib-cat), *ezelin* (she-donkey), *hen* (hen) are feminine. When there is no separate name for the two genders, names of

big animals are generally masculine, and names of small ones feminine. E. g. *olifant* (elephant) and *arend* (eagle) are masculine, whereas *muis* (mouse) and *vlieg* (fly) are feminine. Some names of big animals are, however, feminine; e. g. *cend* (duck), *gans* (goose), *zwaan* (swan), *raaf* (raven), and *slang* (serpent); whereas some names of small animals are masculine: *kolibrie* (humming-bird), *vink* (finch), *nachtegaal* (nightingale), *kikvorsch* or *kikker* (frog), *baars* (perch), *spreeuw* (starling), and *mol* (mole).

Names of animals are generally neuter, if they refer to the species and if separate names exist for the male and the female, e. g. *paard*, n. (horse), next to *hengst*, m. (stallion) and *merrie*, f. (mare); *rund*, n. (cattle) next to *stier*, m. (bull) and *koe*, f. (cow); *zwijn*, n. (swine) next to *beer*, m. (boar) and *zeug*, f. (sow); *schaap*, n. (sheep) next to *ram*, m. (ram) and *ooi*, f. (ewe); *hoen*, n. (chicken), next to *haan* and *hen*. But *hond* is masculine, perhaps because the name for the male (*reu* or *rekel*) and the female (*teef*) are seldom used.

Names of things are masculine, feminine, or neuter. All depends on the way their appearance has struck the ancient German tribes, if the word is of Teutonic origin, or the ancient Roman or Greek tribes, if the word is of Roman or Greek origin. There are a good many rules for such words, but so many words fall outside of these rules, and so many exceptions occur to these rules, that the best policy is incessantly to watch the form of the article used before these nouns, and the form of the personal pronoun, used to indicate these objects. A masculine noun will be indicated by *hij*, a feminine by *zij*, a neuter one by *het*. *Die stoel* (chair), *schoorsteen* (chimney), *zolder* (attic) are m., *kamer* (room), *tafel* (table), *kachel* (stove) are f., and *tapijt*

(carpet), *raam* (window), *gordijn* (curtain), *behangsel* (wall-paper), *plafond* (ceiling) are n.

The gender of names of objects is often different in the different provinces of the Netherlands. In this book, however, we shall cling to the use of the Holland dialect, which is the leading one in the Netherlands.

§ 3. THE ARTICLE. The Dutch have a different definite article for the neuter gender in the singular. The masculine and feminine genders employ *de*, the neuter *het*. Moreover the form *den* is often used in the masculine. Study the following examples:

(Nom.	Acc.	Nom.	Acc.
M.	DE <i>soon</i> eert	DEN <i>vader</i> .	The son	honors the father.
M.	DE <i>hond</i> bijt	DEN <i>jongēn</i> .	The dog	bites the boy.
F.	DE <i>dochter</i> helpt	DE <i>moeder</i> .	The daughter	helps the mother.
F.	DE <i>kat</i> krabt	DE <i>juffrouw</i> .	The cat	scratches the lady.
N.	HET <i>lam</i> volgt	HET <i>schaap</i> .	The lamb	follows the sheep.

RULE. The nominative is the form for the subject, the accusative is the form for the direct object. The nominative and accusative of the definite article are alike in Dutch, but the accusative masculine singular of the definite article is *den*. The accusative case is also used after a preposition.

§ 19. *In den boom* — In the tree
naar den bodem — To the bottom.

§ 4. EXERCISES.

A

1. De *soon* helpt *den vader*.
2. De *hond* bijt de *juffrouw*.
3. Het *lam* volgt *den herder*.
4. De *hond* bijt het *lam*.

schaap. 5. De jongen eert den onderwijzer. 6. De man heeft het boek. 7. Gij hadt het lam. 8. De kater plaagt de kat. 9. De haan pikt de hen. 10. De ezelin schopt den ezel. 11. De olifant ziet den arend. 12. De vlieg steekt de muis. 13. De eend benijdt den vink. 14. De zwaan veracht de gans. 15. De kikker ontspringt de slang. 16. Het paard jaagt het rund. 17. Het tapijt bedekt den vloer. 18. Het behangsel bedekt den muur. 19. De schoorsteen versiert de kamer. 20. Het plafond verliest de kalk.

B

1. The dog bites the mother. 2. The man helps the woman. 3. The teacher follows the book. 4. The shepherd honors the father. 5. I had the cat and you had the horse. 6. We have the dog and they have the donkey. 7. The tib-cat sees the tom-cat. 8. The elephant tramples on the mouse. The serpent swallows the fly. 10. The raven envies the nightingale. 11. The starling catches the fly. 12. The mole digs the hole. 13. The ram teases the ewe. 14. The stallion follows the bull. 15. The cow chases the mare. 16. The floor carries the chair. 17. The stove warms the room. 18. The house has an (*een*) attic. 19. The curtain covers the window. 20. The wall-paper covers the wall.

VOCABULARY

<i>herder</i> , m., the shepherd.	<i>ziet</i> , sees.
<i>onderwijzer</i> , m., the teacher	<i>steekt</i> , stings.
<i>de onderwijzeres</i> , f., the	<i>benijdt</i> , envies.
teacher.	<i>veracht</i> , despises.
<i>de man</i> , m., the man.	<i>ontspringt</i> , leaps away from.
<i>de vrouw</i> , f., the woman.	<i>jaagt</i> , chases.
<i>het boek</i> , n., the book.	<i>bedekt</i> , covers.

<i>de vloer</i> , m., the floor.	<i>versiert</i> , adorns.
<i>de muur</i> , m., the wall.	<i>verliest</i> , loses.
<i>de kalk</i> , f., <i>de pleister</i> , f., the plaster.	<i>vertrapt</i> , tramples on.
<i>het hol</i> , n., the hole.	<i>verzwelgt</i> , swallows.
<i>plaagt</i> , teases.	<i>vangt</i> , catches.
<i>pikt</i> , picks.	<i>graaft</i> , digs.
<i>schopt</i> , kicks.	<i>volgt</i> , follows.
	<i>draagt</i> , carries.
	<i>warmt</i> , warms.

LESSON II

Form of the Definite Article in the Plural

PLURAL OF NOUNS

§ 5. In the plural the definite article is *de* for all genders. Moreover there is no difference between the nominative and the accusative form of the def. art. Study the following examples:

Nom.	Acc.	Nom.	Acc.
M. DE <i>zonen</i> <i>eren</i>	DE <i>vaders</i> .	The sons	honor the fathers.
M. DE <i>honden</i> <i>bijten</i>	DE <i>jongens</i> .	The dogs	bite the boys.
F. DE <i>dochters</i> <i>helpen</i>	DE <i>moeders</i> .	The daughters	help the mothers.
F. DE <i>katten</i> <i>krabben</i>	DE <i>juffrouwen</i> .	The cats	scratch the ladies.
N. DE <i>lammeren</i> <i>volgen</i>	DE <i>schapen</i> .	The lambs	follow the sheep.

§ 6. Dutch nouns form their plural in several ways. The endings are *n* or *en*, *s*, and *eren* or *ers*. A great many rules govern the several cases, but for a foreigner the best method is to learn the plurals of nouns by paying careful attention when reading in order to develop feeling for the Dutch language. Here is the list of the nouns of the first lesson in addition to those which we had in § 5:

<i>ezels</i> , jack-asses.	<i>runderen</i> , <i>runders</i> , cattle.
<i>eschinnen</i> , jenny-asses.	<i>stieren</i> , bulls.

<i>katers</i> , tom-cats.	<i>koeien</i> , cows.
<i>katten</i> , tib-cats.	<i>zwijnen</i> , swine.
<i>hanen</i> , roosters.	<i>beeren</i> , boars.
<i>hennen</i> , hens.	<i>zeugen</i> , sows.
<i>olifanten</i> , elephants.	<i>schapen</i> , sheep.
<i>arenden</i> , eagles.	<i>rammen</i> , rams.
<i>muizen</i> , mice.	<i>ooien</i> , ewes.
<i>vliegen</i> , flies.	<i>hoenen</i> , <i>hoenders</i> , chickens.
<i>eenden</i> , ducks.	<i>honden</i> , dogs.
<i>ganszen</i> , geese.	<i>heus</i> , <i>reckels</i> , male dogs.
<i>zwanen</i> , swans.	<i>teven</i> , female dogs.
<i>raven</i> , ravens.	<i>stoelen</i> , chairs.
<i>slangen</i> , serpents.	<i>schoorsteenen</i> , chimneys.
<i>kolibries</i> , humming-birds.	<i>zolders</i> , attics.
<i>vinken</i> , finches.	<i>kamers</i> , rooms.
<i>nachtegalen</i> , nightingales.	<i>tafels</i> , tables.
<i>kikvorschen</i> , <i>kikkers</i> , frogs.	<i>kachels</i> , stoves.
<i>baarzen</i> , perches.	<i>tapijten</i> , carpets, rugs.
<i>spreuwen</i> , starlings.	<i>ramen</i> , windows.
<i>paarden</i> , horses.	<i>gordijnen</i> , curtains.
<i>hengsten</i> , stallions.	<i>bhangsels</i> , wallpapers.
<i>merries</i> , mares.	<i>plafonds</i> , ceilings.

§ 7. SOME OF THE SIMPLEST RULES.

a. Words in *e* form their plural by adding *n*, e.g. *bode*, m. (messenger), *boden*; *cinde*, n. (end), *cinden*; but *tante*, f. (aunt), *tantes*.

b. If the vowel before the final consonant is short, the final consonant is doubled in the plural, e.g. *katten*, *esclinnen*.

c. Sometimes final *f* or *s* is changed into *v* and *z* in the plural, sometimes not, e.g. *duif* (f.), (dove), *duiven*; *reus*

(m.), (giant), *reuzen*; but *nimf*, f. (nymph), *nimfen*; *kous*, f. (stocking), *kousen*.

d. Some nouns change short *a* into long *a*, e. g. *dak*, n. (roof), *daken*; *dal*, n. (valley), *dalen*.

e. Some nouns change short *e* into long *e*, e. g. *gebed*, n. (prayer), *gebeden*; *bevel*, n. (command), *bevelen*.

f. Some nouns change short *o* into long *o*, e. g. *hol*, *holen*.

g. Some nouns insert an *i* before *en*, e. g. *koeien*.

h. Some nouns change the vowel, e. g. *schip*, n. (ship), *schepen*; *stad*, f. (city), *steden*; *smid*, m. (blacksmith), *smeden*.

i. Nouns ending in *el*, *em*, *en*, *cr*, *aard*, *erd*, add *s* in the plural, e. g. *lepels* (spoons), *bloesems* (blossoms), *daggers* (daggers), *ladders* (ladders), *grijsaards* (greybeards), *lomperds* (blockheads).

j. All diminutives take *s* in the plural, e. g. *bloempjes*, (little flowers), *jongetjes*, (little boys).

k. The following nouns have in the plural *ers* or *eren*: *blad* (leaf), *been* (bone), *ei* (egg), *gelid* (rank), *hoen* (chicken), *kalf* (calf), *kind* (child), *kleed* (dress), *lam* (lamb), *lied* (song), *rund* (horned cattle), which have resp. *bladeren*, *beenderen*, *eieren*, *gelederen*, *hoenderen*, *kalkeren*, *kinderen*, *kleederen*, *lammeren*, *liederen*, *runderen*; all have also the form in *s* except *gelid*.

l. Words in *man* form their plural in *lieden* or *lui*, e. g. *timmerman* (carpenter).

§ 8. EXERCISES. Bring the sentences of § 4 A over in the plural and the translated exercises of § 4 B.

§ 8 C. 1. The messengers follow the giants. 2. The

aunts feed the doves. 3. The roofs have ends. 4. The valleys have cities. 5. They hear the prayers and the commands. 6. The chimneys have holes. 7. The blacksmiths make the daggers. 8. The cows eat the little flowers. 9. The old men use the spoons. 10. The little boys see the leaves. 11. The dogs despise the bones. 12. The men have calves, cattle, lams, chickens. 13. The old men like the eggs. 14. The children form ranks. 15. Blockheads despise books. 16. Carpenters use ladders.

VOCABULARY

<i>sij plagen</i> , they tease.	<i>sij verswolgen</i> , they swallow.
<i>sij pikken</i> , they pick.	<i>sij vangen</i> , they catch.
<i>sij schoppen</i> , they kick.	<i>sij graven</i> , they dig.
<i>sij zien</i> , they see.	<i>sij volgen</i> , they follow.
<i>sij steken</i> , they sting.	<i>sij dragen</i> , they carry.
<i>sij benijden</i> , they envy.	<i>sij warmen</i> , they warm.
<i>sij verachten</i> , they despise.	<i>sij voeden</i> , they feed.
<i>sij ontspringen</i> , they leap	<i>sij hooren</i> , they hear.
away from,	<i>sij maken</i> , they make.
<i>sij jagen</i> , they chase.	<i>sij eten</i> , they eat.
<i>sij bedekken</i> , they cover.	<i>sij gebruiken</i> , they use.
<i>sij versieren</i> , they adorn.	<i>sij houden van</i> , they like.
<i>sij verliezen</i> , they lose.	<i>sij vormen</i> , they form.
<i>sij vertrappen</i> , they trample on	

LESSON III

Present and Past Indicative of Weak Verbs

§ 9. TWO TYPES OF WEAK VERBS IN DUTCH.

In Dutch and in English both, weak verbs form their past tense by adding an ending to the base of the verb. This ending is either *de* or *te*, as a vowel and a soft consonant, or a sharp consonant is found at the end of the base. E. g. *De koe loeide* (The cow bellowed); *de wind bulderde* (the wind roared); *de jongen lachte* (the boy laughed).

§ 10. WEAK VERBS OF THE FIRST KIND.

	<i>Present</i>	<i>Past</i>
S. 1.	<i>Ik hoor</i> , I hear.	<i>Ik hoorde</i> , I heard.
2.	<i>Gij hoort</i> , You hear.	<i>Gij hoorde</i> , You heard.
3.	<i>Hij hoort</i> , He hears.	<i>Hij hoorde</i> , He heard.
P. 1.	<i>Wij hooren</i> , We hear.	<i>Wij hoorden</i> , We heard.
3.	<i>Zij hooren</i> , They hear.	<i>Zij hoorden</i> , They heard.

QU. What are the personal endings of weak verbs of this kind in the present and in the past?

Ex. Conjugate in the present and past like *hooren*, the verbs *plagen*, *benijden*, *jagen*, *versieren*, *huren* (to rent), *volgen*, *warmen*, *voden*, *vormen*; *schreien* (to cry).

Rem. 1. The bases of *plagen* and *jagen* are resp. *plaag* and *jaag*. The *a* of the infinitive is long because it is followed by one consonant which starts a new syllable. In the same way the base of *huren* is *huur*.

Rem. 2. The Dutch divide their words into syllables exactly according to hearing, e. g. *pla-gen*, *hu-ren*, *ver-sie-ren*, *war-men*, *voe-den*, etc.

Rem. 3. A general rule for Dutch spelling is that only one a and one u are found at the end of a syllable.

Rem. 4. According to the given scheme the past tense of *benijden* and *voeden* is: *Ik benijdde* and *Ik voedde*, and of *plagen* and *huren*: *Ik plaagde* and *Ik huurde*. The double d in the first two verbs is found throughout the past.

Rem. 5. The base of *beven* is *beef* and of *vreezen* is *vrees*, but the final consonant is counted resp. as a v and a z in the formation of the past.

§ 11. WEAK VERBS OF THE SECOND KIND.

	<i>Present</i>	<i>Past</i>
S. 1.	<i>Ik lach</i> , I laugh.	<i>Ik lachte</i> , I laughed.
2.	<i>Gij lacht</i> , You laugh.	<i>Gij lachtet</i> , You laughed.
3.	<i>Hij lacht</i> , He laughs.	<i>Hij lachte</i> , He laughed.
P. 1.	<i>Wij lachen</i> , We laugh.	<i>Wij lachten</i> , We laughed.
3.	<i>Zij lachen</i> , They laugh.	<i>Zij lachten</i> , They laughed.

Qu. What are the personal endings in this case?

RULE. Whenever the base of a weak verb ends in one of the consonants of *'t kofschip* the tense sign of the past tense is *te*.

Ex. Conjugate in present and past like *lachen* the verbs: *pikken*, *schoppen*, *verachten*, *bedekken*, *vertrappen*, *maken*, *gebruiken*.

Rem. 1. The base of *pikken* is *pik*. Whenever a vowel is short and followed by another syllable this vowel has to be double or to be followed by another vowel. Compare § 10. **Rem. 1.**

Rem. 2. The past of *verachten* is *Ik verachtte*: the tense sign is put after the base. The double t is retained throughout the whole tense.

Rem. 3. The Dutch never write a double consonant at the end of a word; the second and third persons singular of the present are therefore written only with one t, as follows: *Gij veracht, hij veracht*.

Rem. 4. The *ch* is never doubled, as that would make the word look awkward. The spelling of *lachen* as *lagchen* is old-fashioned.

§ 12. EXERCISES.

A. 1. De leerling plaagt den onderwijzer. 2. De vlieg plaagt den leerling. 3. De spin plaagt de vlieg. 4. De dwerg benijdt den reus en de reus veracht den dwerg. 5. Gij schopt den bal en hij schopt hem terug. 6. De knaap volgt den vader. 7. De vader leidt den knaap. 8. Wij voeden ons met brood. 9. Het paard voedt zich met haver. 10. De zon warmt het land. 11. Het kind hoort de klok. 12. Gij hoort den man. 13. Wij maken het wel. 14. Zij gebruiken koffie en thee. 15. Wie vormt de klei? 16. Wie vervaardigt den pot?

B. Put all the verbs of Ex. A in the past tense and change the other words if necessary.

C. 1. Who teases the girls? 2. The girl teases the boy. 3. The king envies the beggar and the beggar envies the king. 4. I envy nobody, you envy everybody. 5. The donkey kicks the horse and the horse kicks the donkey. 6. Who follows the master? 7. We follow each other. 8. The earth feeds the people. 9. The innkeepers feed the horses. 10. The stoves warm the houses. 11. The neighbor hears the lady. 12. You make butter and cheese.

13. You use milk and sugar. 14. The student forms an opinion. 15. We make essays.

D. Put all the translated sentences in the past tense.

VOCABULARY

<i>de leerling</i> , m. or f., the pupil.	<i>de meening</i> , f., the opinion. ²
<i>de spin</i> , f., the spider.	<i>de dame</i> , f., the lady.
<i>de dwerg</i> , m., the dwarf.	<i>zich</i> , itself.
<i>de reus</i> , m., the giant.	<i>de haver</i> , f., the oats.
<i>de bal</i> , m., the ball.	<i>de zon</i> , f., the sun.
<i>terug</i> , back.	<i>het land</i> , n., the land.
<i>de knaap</i> , m., the lad.	<i>de klok</i> , f., the clock.
<i>leiden</i> , to lead.	<i>maken het wel</i> , fare well.
<i>sich voeden met</i> , to feed one- self with.	<i>de koffie</i> , f., the coffee. ¹
<i>ons</i> , us.	<i>de thee</i> , f., the tea. ¹
<i>wie</i> , who.	<i>de klei</i> , f., the clay. ¹
<i>vervaardigen</i> , to make.	<i>de koning</i> , m., the king.
<i>de pot</i> , m., the pot.	<i>de bedelaar</i> , m., the beggar.
<i>de mecster</i> , m., the master.	<i>niemand</i> , nobody.
<i>de aarde</i> , f., the earth.	<i>iedereen</i> , everybody.
<i>de mensen</i> , m. and f., the people.	<i>elkander</i> , each other.
<i>de herbergier</i> , m., the inn- keeper.	<i>de boter</i> , f., the butter.
<i>het huis</i> , n., the house.	<i>de kaas</i> , f., the cheese. ¹
<i>de huizen</i> , the houses.	<i>de melk</i> , f., the milk. ¹
<i>de student</i> , m., the student.	<i>de suiker</i> , f., the sugar. ¹
	<i>het opstel</i> , m., the essay.
	<i>de buurman</i> , m., <i>de buur- vrouw</i> , f., the neighbor.

¹ Names of materials are feminine, except *inkt* (ink), *mosterd* (mustard), *wijn* (wine), *honi(n)g* (honey), *nectar* (nectar), *room* (cream) en *azijn* (vinegar) which are all masculine, and names of precious stones when used as names of materials, e. g. *diamant* (diamond), *robyn* (ruby), *topaas* (topaz), *saffier* (sapphire), etc., which are all neuter. Names of metals like *goud* (gold) are also neuter.

² Names of actions in *ing*, when derived from a verb are all feminine.

LESSON IV

Wordorder. Strong Verbs (First Class)

§ 13. WORDORDER OF INTERROGATIVE SENTENCES. If an interrogative sentence begins with the subject it has the same construction as in English. If it begins with the verb, then we do not use the auxiliary *do* like we do in English. Neither is this auxiliary used in negative statements:

Wie gaat er mee?

Who goes along?

Gaat gij mee?

Do you go along?

Gaat gij niet mee?

Don't you go along?

Ik ga niet mee.

I don't go along.

Rem. If any part of the sentence but the subject is at the head of the sentence, we have the so-called inverted wordorder.

§ 14. STRONG VERBS form their present in the same way as the weak verbs, but their past is formed by means of difference in the vowel of the base. They are divided into seven classes, which we shall treat separately. The personal endings are the same as with the weak verbs. The first and third persons singular of the past add no consonant to the base. The second person adds a *t*. The first and third persons plural add *en* in the past.

§ 15. THE FIRST CLASS of strong verbs have *l*, *m*, *n* or *l* after the base vowel, the *l* and *r* being generally preceded by *e*, the *m* and *n* by *i*. The consonants are either doubled or followed by another consonant.

Present

ik win, I win.
gij wint, you win.
hij wint, he win
wij winnen, we win.
zij winnen, they win.

Past

ik won, I won.
gij wont, you won.
hij won, he won.
wij wonnen, we won.
zij wonnen, they won.

Ex. Conjugate in the same way the following verbs:

zwellen, to swell.
smelten, to melt.
bergen, to hide, to put away.
klimmen, to climb.
krimpen, to shrink.
winden, to wind.
¹ *bersten*, to burst.
uelven, to dig up.
gelden, to be of value.
¹ *melken*, to milk.
schelden, to ^{call} give names.
zwellen, to swallow.
zwemmen, to swim.
schenden, to violate.
schenken, to present.
senden, to send.
binden, to bind.
blinken, to shine.
dringen, to press.
drinken, to drink.
dwingen, to force, compel.
beginnen, to begin.
glimmen, to shine.

ontginnen (*mijnen*, land, *bos-
schen*). to work (mines),
to reclaim (land), to clear
(forests).
klinken, to sound.
slinken, to shrink, to decrease.
spinnen, to spin.
springen, to jump.
stinken, to stink.
verslinden, to devour.
vinden, to find.
wringen, to wring.
zingen, to sing.
zinken, to sink.
verzinnen, to devise.
verzwinden, to dwindle away,
to disappear, to vanish.
² *treffen*, to hit.
trekken, to draw, drag, pull.
² *vechten*, to fight.
² *vlechten*, to braid.
² *schrikken*,¹ to be frightened

¹ These verbs are also weak with the same meaning.

² These verbs miss the *l*, *m*, *n* or *r*.

§ 16. IRREGULAR VERBS OF THE FIRST CLASS. The verb *worden* (to become) becomes *werd* etc. in the past. The following verbs have *ie* in the past (*bedierf*, *stierf*, etc.).

bederven, to spoil.

derven, to miss.

sterven, to die.

werpen, to throw.

werben, to recruit.

verwerpen, to acquire.

zwerfen, to wander.

helpen, to help.

§ 17. EXERCISES.

A. 1. Het zeil zwelt van den wind. 2. De zon smelt de sneeuw en den hagel. 3. De jongen bergt zijn lei. 4. De goudzoeker delft goud. 5. De boer melkt de koe. 6. De student zwent. 7. De vijand schendt het traktaat. 8. De koningin schonk het gebouw. 9. De koning zond een gezant. 10. Bondt gij het boek? 11. Dwongt gij den soldaat? 12. De spin spint haar web. 13. De jongen vond een mes. 14. Het meisje vindt een speld. 15. De beer verslond den haas. 16. De duisternis verzwindt, als de dag begint. 17. De jager trof den patrijs. 18. De legers vochten. 19. De oude man werd ziek en stierf. 20. Wij hielpen de buurvrouw.

B. 1. The cloth of the coat shrinks. 2. This clause is of no value. 3. The enemy violated the treaty. 4. Whom did you send? 5. Whom did the woman send? 6. I sent nobody. 7. Who binds books? 8. Who found my watch? 9. My shoes shine. 10. Who devised the plan? 11. The ship sank to the bottom. 12. The old man dragged the net. 13. The boy pulled the cart. 14. The girls braided their hair. 15. He became (a) soldier. 16. The boys throw

stones. 17. The boy spoiled the lawn. 18. Who died on the cross? 19. Who wandered thru the desert? 20. The general recruited an army.

VOCABULARY

<i>de wind</i> , m., the wind.	<i>van</i> , on account of.
<i>het zeil</i> , n., the sail.	<i>mijn</i> , mij.
<i>de zon</i> , m., the sun.	<i>uwe</i> , your.
<i>de sneeuw</i> , f., the snow.	<i>zijn</i> , his, its.
<i>de hagel</i> , m., the hail. ¹	<i>haar</i> , her.
<i>de lei</i> , f., the slate.	<i>hun</i> , their. ²
<i>de goudzoeker</i> , m., the gold-finder.	<i>haar</i> , their.
<i>het goud</i> , n., the gold.	<i>de boer</i> , m., the farmer.
<i>het tractaat</i> , n., the treaty.	<i>de vijand</i> , m., the enemy.
<i>de koningin</i> , f., the queen.	<i>de zin</i> , m., the clause.
<i>de soldaat</i> , m., the soldier.	<i>geldt niet</i> , is of no value.
<i>de spin</i> , f., the spider.	<i>wien</i> , m., whom.
<i>het web</i> , n., the (cob) web.	<i>het horloge</i> , n., the watch.
<i>het mes</i> , n., the knife.	<i>de schoen</i> , m., the shoe.
<i>het meisje</i> , n., the girl.	<i>het plan</i> , n., the plan.
<i>de speld</i> , f., the pin.	<i>het schip</i> , n., the ship.
<i>de beer</i> , m., the bear.	(pl. <i>schepen</i>).
(pl. <i>beren</i>).	<i>naar</i> (plus <i>acc.</i>), to.
<i>de haas</i> , m., the hare.	<i>het net</i> , n., the net.
<i>de duisternis</i> , f., the darkness.	³ <i>de bodem</i> , m., the bottom.
<i>de dag</i> , m., the day.	<i>de kar</i> , f., the cart.
<i>de jager</i> , m., the hunter.	<i>het haar</i> , n., the hair.
	<i>de soldaat</i> , m., the soldier.

¹ Words in **el** are m. as a rule.

² **hun** refers to masculine nouns; **haar** to feminine nouns.

³ Diminutives are all neuter.

⁴ Words in **em** are m.

<i>de patrijs</i> , m., the partridge.	<i>de steen</i> , m., the stone.
<i>het leger</i> , n., the army.	<i>het grasperk</i> , n., <i>het grasveld</i> ,
<i>oud</i> , old.	n., the lawn.
<i>ziek</i> , sick.	<i>op</i> (plus <i>acc.</i>), on.
<i>het laken</i> , n., the cloth.	<i>het kruis</i> , n., the cross.
<i>de jas</i> , f., the coat.	<i>door</i> (plus <i>acc.</i>), thru.
<i>deze</i> , m. and f., this.	<i>de woestijn</i> , f., the desert.
<i>dit</i> , n., this.	<i>de generaal</i> , m., the general.

LESSON V

Forms of Adjectives and Pronouns. Prepos. Phrases

§ 18. PRONOMINAL ADJECTIVES. *Mijn, uw, zijn, haar, hun* and the indefinite article *een* are generally left undeclined in nominative and accusative, but the def. article *de* and the pronouns *dese* (this), *die* (that), and *onse* (our) are still declined in modern Dutch. Study the following scheme:

	Masc. Sing.	Fem. Sing.	Neut. Sing.	M.F.N.Plur.
Nom.	<i>dese</i>	<i>dese</i>	<i>dit</i>	<i>dese</i>
Acc.	<i>dezen</i>	<i>dese</i>	<i>dit</i>	<i>dese</i>
Nom.	<i>die</i>	<i>die</i>	<i>dat</i>	<i>die</i>
Acc.	<i>dien</i>	<i>die</i>	<i>dat</i>	<i>die</i>
Nom.	<i>onse</i>	<i>onse</i>	<i>ons</i>	<i>onse</i>
Acc.	<i>onsen</i>	<i>onse</i>	<i>ons</i>	<i>onse</i>
Nom.	<i>de</i>	<i>de</i>	<i>het</i>	<i>de</i>
Acc.	<i>den</i>	<i>de</i>	<i>het</i>	<i>de</i>

§ 19. PREPOSITIONAL PHRASES all take the accusative in modern Dutch. This of course appears only in the acc. masc. sing., e. g.,

In den boom.

In the tree.

Naar den bodem.

To the bottom.

§ 20. FORM OF THE ADJECTIVE. The adjective is declined like the pronouns, but in the neuter a long and a short form occur:

	M. S.	F. S.	N. S.	Plural
Nom.	<i>goede</i>	<i>goede</i>	<i>goed(e)</i>	<i>goede</i>
Acc.	<i>goeden</i>	<i>goede</i>	<i>goed(e)</i>	<i>goede</i>

Adjectives in *s* and *f* change these letters in the prolonged form resp. to *z* and *v*, if preceded by a long vowel; e. g. *lief*, *lieve* (dear), *boos*, *booze* (angry).

In the neuter the long form is generally used after *het*, *dit* and *dat*, unless the adjective has more than one syllable, and the short form after the possessive adjectives *mijn*, *uw*, etc.; e. g.

<i>Het mooie orgel.</i>	The nice organ.
<i>Het prachtige(e) orgel.</i>	The splendid organ.
<i>Dit goede voorbeeld.</i>	This good example.
<i>Dit treffend(e) voorbeeld.</i>	This striking example.
<i>Dat hooge huis.</i>	That high house.
<i>Dat stoffig(e) huis.</i>	That dusty house.
<i>Mijn mooi orgel.</i>	My nice organ.
<i>Uw goed voorbeeld.</i>	Your good example.
<i>Zijn hoog huis.</i>	His high house.

For the length of the adjective after *een*, see next lesson.

§ 21. The definite article in Dutch may have a generalizing force, and is, therefore, required whenever a noun is used in a general way. But it may be omitted before plural nouns and before names of materials.

<i>De mensch is sterfelijk.</i>	Man is mortal.
<i>Het leven is kort.</i>	Life is short.
<i>(Het) goud en (het) zilver zijn kostbare metalen.</i>	Gold and silver are precious metals.
<i>Het goud van Peru.</i>	The gold of Peru.
<i>(De) paarden zijn nuttige dieren.</i>	Horses are useful animals.

§ 22. EXERCISES. A. 1. Deze oude grijsaard klom op

den hoogen toren. 2. Dezen ouden grijsaard zagen wij in den mooien tuin. 3. Die jonge vrouw zingt mooie liederen. 4. Wij hoorden die jonge vrouw. 5. Dit lieve kind leert zijn lessen. 6. De onderwijzeres onderwijst dat vlijtige kind. 7. Uw goede ouders zorgen voor uw opvoeding. 8. Een goed kind eert zijn ouders. 9. Onze dappere Hollanders streden tachtig jaar tegen Spanje. 10. Wie prijst onze dappere voorouders niet voor hun volharding en vrijheidsliefde? 11. De kleine meisjes hebben haar boeken vergeten. 12. De groote jongens dragen hun tasschen. 13. Voor dien ouden gulden schonk ik uw jongen een nieuwen.¹ 14. Deze vriendelijke dame schonk mijn vader dit fraaie boek. 15. Het oude leven bevalt mij niet langer. 16. Ik verlang naar een nieuwen werkkring. 17. De lieve lente begint op den eenentwintigsten Maart. 18. Dan doet de strenge winter zijn uittocht. 19. Onzen ouden dominee bemint iedereen. 20. Onze oude dominee is onze beste vriend.

B. 1. That big tower is fifty years old. 2. This old carpenter climbed the high tower. 3. Our dear sister is very sick. 4. We love our dear sister. 5. The blue sky shines with stars. 6. This clever bookbinder bound my nice book. 7. That old ship sank to the bottom. 8. The naughty boy drank cold water. 9. This kind farmer milked the white cow. 10. Everyone likes the kind farmer. 11. My dear mother sang a sweet song for the baby. 12. Your nice table costs fifty guilders. 13. The men began their hard work. 14. The women wrung their old clothes. 15. The young lion devoured his powerless prey. 16. The old tiger found the young lion. 17. The crowd pressed the poor woman. 18. The brave policeman compelled the rebels to

go. 19. This old hunter hit that swift hare. 20. Our brave soldiers acquired honor and glory in the last war.

VOCABULARY

<i>klimmen op, beklimmen</i> , to climb.	<i>het schip</i> , f., the ship.
<i>hoog</i> , high.	<i>ondeugend</i> , naughty.
<i>wij zagen</i> , we saw.	<i>Spanje</i> , n., Spain.
<i>de toren</i> , m., the tower.	<i>voorouders</i> , forefathers.
<i>groot</i> , big.	<i>niet</i> , not.
<i>vijftig</i> , fifty.	<i>de volharding</i> , f., the perseverance.
<i>het jaar</i> , n., the year.	<i>de vrijheidsliefde</i> , f., the love for liberty.
<i>mooi</i> , nice.	<i>klein</i> , small, little.
<i>de tuin</i> , m., the garden.	<i>vergeten</i> , forgotten.
<i>het lied</i> , n., the song.	<i>de jongen</i> , m., the boy.
<i>lief, lieve</i> , dear, nice.	<i>de tasch</i> , f., the satchel.
<i>leeren</i> (weak), to learn.	¹ <i>de gulden</i> , m., the guilder.
<i>onderwijzen</i> , to teach.	<i>nieuw</i> , new.
<i>vlijtig</i> , diligent.	<i>vriendelijk</i> , kind.
<i>de ouder</i> , m. & f., the parent.	<i>de dame</i> , f., the lady.
<i>zorgen</i> , to take care of.	<i>fraai</i> , nice.
<i>voor</i> , for.	<i>het leven</i> , the life.
<i>de opvoeding</i> , f., the education.	<i>bervallen</i> , 'to please.
<i>eeren</i> (weak), to honor.	<i>langer</i> , longer.
<i>dapper</i> , brave.	<i>verlangen naar</i> , to long for.
<i>prijzen</i> , to praise.	<i>de werkkring</i> , m., the position.
<i>de Hollander</i> , the Dutchman.	<i>de lente</i> , ² f., the spring.
<i>streden</i> , fought.	<i>koud</i> , cold.
<i>tachtig jaar</i> , eighty years.	<i>het water</i> , the water.

¹ Names of coins are masc.

² Nouns in e are gen. f.

<i>tegen</i> , against.	<i>wit</i> , white.
<i>op</i> , on.	<i>soet</i> , sweet.
<i>eenentwintigste</i> , twenty-first.	<i>de kleine</i> , m. & f., the baby.
<i>Maart</i> , March.	<i>de tafel</i> , f., the table.
<i>dan</i> , then.	<i>kosten</i> (weak), to cost.
<i>sijn uittocht doen</i> , to depart.	<i>kleeren</i> (pl.), clothes.
<i>de winter</i> , m., the winter.	<i>de leeuw</i> , m., the lion.
<i>streng</i> , severe.	<i>machteloos</i> , powerless.
<i>de dominee</i> , m., the minister.	<i>de prooi</i> , f., the prey.
<i>beminnen</i> (weak), to love,	<i>de tijger</i> , m., the tiger.
to like.	<i>de menigte</i> , f., the crowd.
<i>de vriend</i> , m., the friend, m.	<i>arm</i> , poor.
<i>de vriendin</i> , f., the friend, f.	<i>dapper</i> , brave.
<i>best</i> , best.	<i>de agent</i> , m., <i>de politicagent</i> ,
<i>de timmerman</i> , m., the car-	m., policeman.
penter.	<i>de oproerling</i> , m., the rebel.
<i>de zuster</i> , f., the sister.	<i>snel</i> , swift.
<i>blauw</i> , blue.	<i>de eer</i> , f., the honor.
<i>de hemel</i> , m., the sky.	<i>de roem</i> , m., <i>de glorie</i> , f., the
<i>met</i> , with.	glory.
<i>de ster</i> , f., the star.	<i>de oorlog</i> , m., the war.
<i>knap</i> , clever.	<i>laatst</i> , last.
<i>de boekbinder</i> , the book-	<i>dwang te gaan</i> , compelled
binder.	to go.

LESSON VI

The Short Form of the Adjective. Adjectives in EN

§ 23. IN THE NEUTER SINGULAR the short form of the adjective is required after the following words *een* (a), *een* (one), *geen* (no), *eenig* (any), *menig* (many), *ieder* (every), *elk* (every), *zeker* (a certain), *welk* (what, which). It should be remembered that the long form, that is the adjective in *e* is never allowed after these words in the neuter gender, whereas the long or short form after the definite article and the possessive and demonstrative pronouns is more or less arbitrary, as appeared from § 20.

Study the following examples:

<i>Een deftig vertrek.</i>	A stately room.
<i>Geen goed voorbeeld.</i>	No good example.
<i>Eenig mooi huis.</i>	Any nice house.
<i>Menig jong kind.</i>	Many a young child.
<i>Ieder aardig gezicht.</i>	Every nice face.
<i>Elk lief meisje.</i>	Every nice girl.
<i>Zeker oud gebouw.</i>	A certain old building.
<i>Welk groen veld.</i>	Which (what) green field.

Rem. 1. The same rule holds when no article or pronoun precedes in the neuter singular, e. g. **Burgerlijk Wetboek** (civil code), **Militair Tehuis** (Soldiers' Home); or when a neuter noun denoting a material is preceded by one of the words **alle**, **veel** and **zulk**, e. g.

alle oud zilver, all old silver.

veel nieuw goud, much new gold.

zulk kostbaar diamant, such precious diamond.

§ 24. ALL ADJECTIVES IN *en* are left undeclined in

modern Dutch, though the adjectives under *b* and *c* are sometimes declined for the sake of rhythm, especially in poetry. We distinguish three groups:

a. Material adjectives, which all end in *en*, except *lakensche* (cloth), *duffelsche* (duffel), *neteldoeksche* (muslin), e. g. *gouden* (gold), *zilveren* (silver), *koperen* (copper), *ijzeren* (iron), etc.

b. Strong past participles like *gesloten* (closed), *geschonken* (presented), etc.

c. All other adjectives in *en*, like *eigen* (own), etc.

Rem. Adjectives in *er*, like *rechter* (right) and *linker* (left) are also left undeclined.

§ 25. IN THE MASCULINE SINGULAR both the short and the long form of the adjective are used after *een*, *geen*, *menig*, *ieder*, *elk*, *zeker*, and *welk*. (Note that *eenig* does not occur in the masculine).

The short form is used when more the quality or the office than the person is characterized, or when the adjective has a figurative meaning. Study the following examples:

<i>Een groot man.</i>	A great man.
<i>Een groote man.</i>	A tall man.
<i>Een goed vriend.</i>	A man who is good as a friend
<i>Een goede vriend.</i>	A friend who is good all around.
<i>Een goed koning.</i>	A king who rules well.
<i>Een goede koning.</i>	A king who is good as a man.
<i>Een goed ruiter.</i>	A good horseman.
<i>Een aangenaam spreker.</i>	A pleasant speaker.
<i>Een sterke rooker.</i>	A strong smoker.
<i>Een sterke reus.</i>	A strong giant.
<i>Een knap werkman.</i>	A clever artisan.

<i>Een bekwaam onderwijzer.</i>	An able teacher.
<i>Een vurig jongeling.</i>	An ardent youth.
<i>Een kalm man.</i>	A calm man.
<i>Een zwak vader.</i>	A man who is weak as a father.
<i>Een zwakke vader.</i>	A father of feeble health.
<i>Een vlug danser.</i>	A quick dancer.

Rem. 1. In several cases the traces of the action that is qualified are to be noticed in the noun; **ruiter** is related to **rijden** (to ride), **spreker** to **spreken** (to speak), etc.

Rem. 2. **Welk** in the m. sing. has only the meaning of **what**, not of **which**, e. g. **Welk koning slaapt den nacht vóór zijn krooning**, i. e. What king sleeps the night before his coronation?

Rem. 3. If the adjective takes **e** or **en**, then **menig**, **elk**, **ieder**, **zeker** and **welk**, also take these endings, e. g. **Welken ouden boom meent gij?** i. e. Which old tree do you mean?

§ 26. EXERCISES.

A

1. Een licht rijtuig.
2. Geen zwak kind.
3. Eenig aardig huis.
4. Menig vroolijk gezicht.
5. Ieder goed meisje.
6. Elk oud mannetje.
7. Zeker zwart portret.
8. Welk groen kleed.
9. Alle oud ijzer.
10. Veel nieuw koper.
11. Zulk duur neteldoek.
12. Mijn lakensche jas.
13. Zijn gouden dasspeld.
14. Onze zilveren lamp.
15. Die koperen knoop.
16. Deze metalen spiegel.
17. Die houten tafel.
18. Dit ijzeren kastje.
19. Dat gesloten boek.
20. Ons geschonken voorrecht.
21. Die geschonken portretten.
22. Mijn eigen kamer.
23. Zijn eigen ouders.
24. Een goed vorst.
25. Een goede vorst.
26. Een groot veldheer.
27. Een groote kerel.
28. Een goed student.
29. Een vlug eter.
30. Een traag werker.
31. Een zwak koning.
32. Een bekwaam timmerman.
33. Een beroemd professor.
34. Een vermaard kunstenaar.

33. Zeker verlegen vrijer. 34. Menig knap schrijver.
35. Welk dapper koning verlaat zijn soldaten? 36. Wel-
ken dapperen koning bedoelt gij? 37. Welke dappere ko-
ning wordt bedoeld?

B

1. A nice example. 2. Any nice girl. 3. A certain
new house. 4. Which green building? 5. What old room
(vertrek)? 6. Much old copper. 7. All new tin. 8. Such
expensive cloth. 9. My cloth mantle. 10. Her muslin
curtains. 11. His duffel coat I brought to the tailor. 12.
My gold watch. 13. Her diamond ring. 14. His glass
mirror. 15. My iron cage. 16. His closed box. 17. Our
own parents. 18. A good dancer. 19. A fine reader,
20. A strong speaker. 21. A weak governor. 22. A quick
carpenter. 23. A lazy bricklayer. 24. A diligent student.
25. A famous scholar. 26. A good writer. 27. A learned
professor. 28. What good father does not love his chil-
dren? 29. Which good father do you mean? 30. Which
good father is meant?

VOCABULARY

<i>het rijtuig</i> , n., the vehicle.	<i>de jas</i> , f., the coat.
<i>het mannetje</i> , n., the little man.	<i>de kleermaker</i> , m., the tailor.
<i>de dasspeld</i> , f., the pin.	<i>het horloge</i> , n., the watch.
<i>de lamp</i> , f., the lamp.	<i>de ring</i> , m., the ring.
<i>de knoop</i> , m., the button.	<i>licht</i> , light.
<i>de spiegel</i> , m., the mirror.	<i>groen</i> , green.
<i>de tafel</i> , f., the table.	<i>duur</i> , expensive.
<i>het kastje</i> , n., the little cup- board, the little closet.	<i>goed</i> , good.
	<i>vlug</i> , quick.
	<i>traag</i> , indolent.

<i>het voorrecht</i> , n., the privilege.	<i>beroemd</i> , famous.
<i>de vorst</i> , m., the prince.	<i>vermaard</i> , noted, renowned.
<i>de veldheer</i> , m., the general.	<i>verlegen</i> , timid.
<i>de knecht</i> , m., the fellow.	<i>knap</i> , clever.
<i>de student</i> , m., the student, m.	<i>dapper</i> , brave.
<i>de student(e)</i> , f., the student, f.	<i>verlaten</i> , to abandon.
<i>de eter</i> , m., the eater.	<i>bedoelen</i> , to mean.
<i>de werker</i> , m., the worker.	<i>wordt bedoeld</i> , is meant.
<i>de professor</i> , m., the professor.	<i>bracht</i> , brought.
<i>de timmerman</i> , m., the carpenter.	<i>glazen</i> , glass.
<i>de vrijer</i> , m., the lover.	<i>diamanten</i> , diamond.
<i>de schrijver</i> , m., the writer.	<i>ijzeren</i> , iron.
<i>de soldaat</i> , m., the soldier.	<i>uitstekend</i> , fine.
<i>het gordijn</i> , n., <i>de gordijn</i> , f., the curtain.	<i>lui</i> , lazy.
	<i>gelcerd</i> , learned.
	<i>de kooi</i> , f., the cage.
	<i>De doos</i> , f., the box.
	(pl. <i>dozen</i>).
	<i>de metselaar</i> , m., the bricklayer.

LESSON VII

Strong Verbs. Classes II, III and IV

§ 27. SECOND CLASS. In this class the base vowel *e* is followed by a single *k, l, m, n* or *r*. The regular verbs are *bevelen* (to command), *breken* (to break), *nemen* (to take), *spreken* (to speak), *steken* (to sting, to put), *stelen* (to steal). A peculiarity of these verbs is that they have a long and a short vowel in the past, resp. found in the singular and in the plural. The second person which was originally a plural person has also the long vowel. Here is an example:

<i>Present</i>	<i>Past</i>
<i>ik spreek</i> , I speak.	<i>ik sprak</i> , I spoke.
<i>gij spreekt</i> , you speak.	<i>gij spraakt</i> , you spoke.
<i>hij spreekt</i> , he speaks.	<i>hij sprak</i> , he spoke.
<i>wij spreken</i> , we speak.	<i>wij spraken</i> , we spoke.
<i>zij spreken</i> , they speak.	<i>zij spraken</i> , they spoke.

Irregular verbs of this class are:

<i>Infinitive</i>	<i>Past</i>
<i>zweren</i> ,	<i>zwoor, zwoeren</i> , to ulcerate.
<i>scheren</i> ,	<i>schoor, schoren</i> , to shave.
<i>komen</i> ,	<i>kwam, kwamen</i> , to come.

Ex. Conjugate all the verbs of this class in present and past.

§ 28. THIRD CLASS. Here again we have a base vowel *e*, but now followed by other consonants than *k, l, m, n* and *r*. In the past we have also two vowels.

<i>Infinitive</i>	<i>Past</i>
<i>eten</i> ,	<i>at, aten</i> , to eat.
<i>vergeten</i> ,	<i>vergat, vergaten</i> , to forget.
<i>genezen</i> ,	<i>genas, genazen</i> , to cure.
<i>geven</i> ,	<i>gaf, gaven</i> , to give.
<i>lezen</i> ,	<i>las, lasen</i> , to read.
<i>meten</i> ,	<i>mat, maten</i> , to measure.
<i>treden</i> ,	<i>trad, traden</i> , to tread.
<i>vreten</i> ,	<i>vrat, vraten</i> , to eat like an animal.

Irregular verbs of this class are:

<i>bidden</i> ,	<i>bad, baden</i> , to pray.
<i>liggen</i> ,	<i>lag, lagen</i> , to lie (down).
<i>zitten</i> ,	<i>zat, zaten</i> , to sit.
<i>zien</i> ,	<i>sag, sagen</i> , to see.
<i>wegen</i> ,	<i>woog, wogen</i> , to weigh.
<i>bewegen</i> ,	<i>bewoog, bewogen</i> , to move.
<i>plegen</i> ,	<i>placht, plachten</i> , to be used to.

The verbs whose final base consonant is *d* or *t*, do not use the long vowel-sound with the second person; we write: *gij at, vergat, mat, tradt, badt, zat*, but: *gij genaast, gaaft, laast, saagt*.

§ 29. FOURTH CLASS. In this class the present base has *ij*, the past base has *ee* (plural *e*). The following verbs belong to it:

<i>bijten</i> , to bite.	<i>rijden</i> , to drive, to ride.
<i>blijken</i> , to appear.	<i>rijgen</i> , to lace.
<i>blijven</i> , to stay, to remain.	<i>rijten</i> , to tear, rip.
<i>drijven</i> , to drive, to float.	<i>schijnen</i> , to shine, to seem.
<i>verdwijnen</i> , to disappear.	<i>schrijven</i> , to write.
<i>glijden</i> , to slide.	<i>slijpen</i> , to sharpen.

<i>grijpen</i> , to seize.	<i>sljtcn</i> , to wear away.
<i>hijschen</i> , to hoist.	<i>smijten</i> , to smite.
<i>kijken</i> , to look.	<i>snijden</i> , to cut.
<i>kijven</i> , to contend, to quarrel,	<i>spijten</i> , to regret.
to wrangle.	<i>splijten</i> , to split.
<i>knijpen</i> , to pinch.	<i>stijgen</i> , to rise.
<i>krijgen</i> , to get, to receive.	<i>stijven</i> , to starch.
<i>sich kwijten</i> , to discharge,	<i>strijden</i> , to struggle.
to acquit oneself.	<i>strijken</i> , to iron.
<i>lijden</i> , to suffer.	<i>wijken</i> , to give way, to re-
<i>overlijden</i> , to die.	treat.
<i>belijden</i> , to confess.	<i>wijten</i> , to blame for.
<i>lijken op</i> , to look like.	<i>wijzen</i> , to show.
<i>mijden</i> , to avoid.	<i>wrijven</i> , to rub.
<i>nijgen</i> , to bow.	<i>zigen</i> , to strain.
<i>nijpen</i> , to pinch.	<i>zwijgen</i> , to keep quiet.
<i>prijzen</i> , to praise.	<i>beswijken</i> , to fail, to succumb.

Rem. 1. *Lijken* must not be confused with the English verb **to like**, which must be translated into Dutch by **houden van**, **mogen** or by the Dutch adverb **graag** or **gaarne**, in which case the construction must be changed, e. g.

I do not like milk, *Ik houd niet van melk.*

I do not like that boy, *Ik houd niet van dien jongen, or*
Ik mag dien jongen niet.

I do not like to study, *Ik studeer niet graag, or*
Ik mag niet gaarne studeeren.

Rem. 2. *Spijten* is generally an impersonal verb in Dutch, and therefor only used in the third person singular, e. g.

Het spijt mij, dat gij komt, I regret your coming.

Zijn gedrag speet ons, We regretted his conduct.

The subject of the English verb is rendered by the dative of that same word in Dutch. This construction will be explained later. (Lesson XXVIII.)

Rem. 3. For a right understanding of this class of verbs study the following present and past of *glijden* and *drijven*:

<i>Ik glijd.</i>	<i>Ik gleed.</i>	<i>Ik drijf.</i>	<i>Ik dreef.</i>
<i>Gij glijdt.</i>	<i>Gij gleedt.</i>	<i>Gij drijft.</i>	<i>Gij dreeft.</i>
<i>Hij glijdt.</i>	<i>Hij gleed.</i>	<i>Hij drijft.</i>	<i>Hij dreef.</i>
<i>Wij glijden.</i>	<i>Wij gleden.</i>	<i>Wij drijven.</i>	<i>Wij dreeven.</i>
<i>Zij glijden.</i>	<i>Zij gleden.</i>	<i>Zij drijven.</i>	<i>Zij dreeven.</i>

§ 30. EXERCISES.

A

1. God sprak en alles werd. 2. De soldaten braken het lichaam. 3. Gij naamt het brood. 4. De dief stal de kleeren. 5. De muggen steken. 6. De generaal beveelt en de soldaten gehoorzamen. 7. Wie kwam in de kamer? 8. De barbier schoor den reiziger. 9. Het been begon te zweren. 10. De jongen vergat zijn boodschap. 11. Het been begint te genezen. 12. Gij geeft geld en boeken. 13. De reiziger at het brood. 14. De leerling las de les. 15. De vader bad voor den maaltijd. 16. Gij badt op een(en) berg. 17. Het varken weegt driehonderd pond.¹ 18. De jongen placht te studeeren. 19. Die soldaat beet in den appel. 20. De ballon steeg in de lucht. 21. De dame reeg haar veters. 22. Zijn krachten bezweken. 23. De scharenslijner slijpt de messen. 24. Jozef reed op een wagen. 25. Gij rijdt te paard.

B

1. The soldier shaved the general. 2. His leg ulcerated. 3. The thief takes the books. 4. You forgot the poor man. 5. The doctor cured the poor soldier. 6. The good boy read his long lesson. 7. He used to play in the nice garden. 8. Did you see the nice flowers? 9. The green leaves of the big trees moved. 10. The strong man seized the naughty boy.

¹ Modifiers of measure generally use a singular noun.

10. The sick soldier suffered in the hospital. 11. The old man drove the strong horses. 12. The brown leaf floated on the water. 13. The sun shone into the room. 14. The sick woman wrote a long letter. 15. The poor girl ironed the clothes. 16. This lady kept quiet about the secret. 17. Did you lace your shoes? 18. This old beggar died on the street. 19. His old mother starched the clothes. 20. The good doctor rubbed the sore spot. 21. That criminal confessed his sins. 22. The teacher praised the diligent girl and the industrious boy. 23. I blame him for my failure. 24. The prince looked like the king. 25. We like to rest during vacation.

VOCABULARY

<i>alles</i> , everything.	<i>de reiziger</i> , the traveller, the travelling salesman.
<i>de soldaat</i> , the soldier.	
<i>het brood</i> , the bread, the loaf of bread.	<i>het been</i> , the leg, the bone.
<i>de dief</i> , the thief.	<i>de beenen</i> , the legs.
<i>de kleeven</i> , the clothes.	<i>de beenderen</i> , the bones.
<i>het kleed</i> , the garment.	<i>de appel</i> , m., the apple.
<i>de mug</i> , f., the mosquito.	<i>de ballon</i> , f., the balloon.
<i>de generaal</i> , the general.	<i>de lucht</i> , f., the air, the sky.
<i>de barbier</i> , the barber.	<i>de dame</i> , the lady.
<i>de veter</i> , m., the shoe-string.	<i>de berg</i> , m., the mountain.
<i>de kracht</i> , f., the strength.	<i>op</i> , upon.
<i>de scharenslijper</i> , the scissors grinder.	<i>het varken</i> , the pig.
<i>het mes</i> , the knife.	<i>driehonderd</i> , three hundred.
<i>de wagen</i> , m., the wagon.	<i>het pond</i> , the pound.
<i>het paard</i> , the horse.	<i>studeeren</i> , to study.
<i>te paard</i> , on horseback.	<i>de dokter</i> , the doctor.
	<i>de jongen</i> , the boy.
	<i>lang</i> , long.

het hospitaal, the hospital.
de hospitalen, the hospitals.
bruin, brown.
het water, the water.
de zon, f., the sun.
over, about.
het geheim, the secret.
de schoen, m., the shoe.
de schoenen, the shoes.
de slechte uitslag, m., the failure.
de prins, the prince.
de koning, the king.
rusten, to rest.
in de vacantie, f., during vacation.
worden, to come into being.
gehoorsamen, to obey.
de les, f., the lesson.
de boodschap, f., the message.
het geld, the money.
het boek, the book.
de leerling, the pupil.
voor, before.
de maaltijd, m., the meal.

spelen, to play.
mooi, nice.
de bloem, f., the flower.
de bloemen, the flowers.
het blad, the leaf, the page.
de bladen, the pages.
de bladeren, the leaves.
groen, green.
van, of.
groot, big.
de boom, m., the tree.
sterk, strong.
ondeugend, naughty.
ziek, sick.
de kamer, f., the room.
de brief, m., the letter.
de bedelaar, the beggar.
de straat, f., the street.
oud, old.
de plek, the spot.
zeer, sore.
de misdadiger, the criminal.
de zonde, f., the sin.
vlijtig, diligent.
ijverig, industrious.

LESSON VIII

Past Participles

§ 31. PAST PARTICIPLES of strong verbs end in *en*, and past participles of weak verbs end in *d* or *t*. They are used in the perfect tenses and in the passive voice as verbs, and with nouns as adjectives, just like in English. The strong past participles are as a rule not declined. Two mute vowels in succession mar the euphony of the language. Don't write, therefore, *de gelezene boeken*, but *de gelezen boeken*, the read books. The weak past participles add *e* or *en* or are used without these endings, according to the rules for adjectives. After *het*, *dit* and *dat* the weak past participles always use the long form, e. g. *Het vertelde verhaal*, the narrated tale. As a rule the past participles prefix *ge-* to the base of the verb. Later we shall discuss when past participles may lack this prefix, though we may state now, that the prefix *ge-* is not added, if the base of the verb has already a prefix.

§ 32. PAST PARTICIPLES OF STRONG VERBS show the vowel change which is the characteristic of these verbs. In the first class the past participle has the short *o*, e. g. *gezwollen*, swollen; *gesmolten*, melted, etc. The transitive verb *verschrikken* is weak. So we say, *Ik heb den jongen verschrikt*, I (have) frightened the boy, but *Ik ben verschrokken*, I started.

In the second class the p. p. have a long *o*, e. g. *bevolen*, commanded, *gesproken*, spoken, *gekomen*, come.

In the third class the p. p. have a long *e*, e. g. *gegeten*

(which inserts a *g*), eaten, *genezen*, cured, *gemeten*, measured. The p. p. of *bidden*, *liggen*, *zitten*, *zien*, *wegen* and *bewegen* are resp. *gebeden*, *gelezen*, *gezetten*, *gezien*, *gewogen*, *bewogen*. The three last ones are therefore, irregular. The p. p. of *plegen* should be *geplegen*, but as it is always followed by an infinitive, when it has the meaning of *to use to*, it uses the infinitive form in the perfect tenses, according to the rule, that verbs, which require a complementary infinitive use the infinitive form instead of the p. p. in the perfect tenses, e. g.

Hij heeft het vroeger PLEGEN te doen, He used to do it in former days.

Hij heeft het DURVEN wagen, He has dared to risk it.
Hij is BLIJVEN zitten, He remained seated.

The question when the Dutch perfect should be translated by the English perfect will be discussed later on.

In the fourth class the p. p. have long *e*, e. g. *gebeten* bitten, *gebleken*, appeared, etc.

* EXERCISE. Write down all the principal parts of the strong verbs of the first four classes on a slip of paper and keep this in your textbook. The principal parts in Dutch are, the present infinitive, the first person singular of the past, the first person plural of the past, and the past participle. Here are some examples :

<i>spreken</i> ,	<i>sprak</i> ,	<i>spraken</i> ,	<i>gesproken</i> .
<i>blijven</i> ,	<i>bleef</i> ,	<i>bleven</i> ,	<i>gebleven</i> .
<i>zwellen</i> ,	<i>zwol</i> ,	<i>zwollen</i> ,	<i>gezwollen</i> .

§ 33. Past participles of weak verbs end in *t*, when the base of the verb as seen in the present infinitive ends in one

of the consonants of *'t kofschip*. Otherwise they end in *d*. As we see, the form of the tense corresponds with the form of the past participle:

Eeren, eerde, eerden, ge-eerd.
krabben, krabde, krabden, gekrabd.
volgen, volgde, volgden, gevolgd.
plagen, plaagde, plaagden, geplaagd.
pikken, pikte, pikten, gepikt.
schoppen, schopte, schopten, geschopt.

Make a list of the principal parts of the following weak verbs and keep this list in your textbook:

*benijden, verachten, jagen, bedekken, versieren, vertrap-
 pen, verzwelgen, warmen, hooren, huren, voeden, vormen,
 schreien, maken, gebruiken, vertellen, leeren, zorgen, ver-
 langen, bedoelen, studeeren, spelen, gehoorsamen.*

If the base of a weak verb ends in *d* or *t*, then the past participle does not add a *d* or a *t*, e. g.

branden, brandde, brandden, gebrand, to burn.
zetten, zette, zetten, gezet, to set.

§ 34. THE PREFIXES meant in § 31 are *be, ge, er, her, out, ver*. We shall give an example of each of these with strong and weak verbs.

Beginnen, begon, begonnen, begonnen, to begin.
Geloozen, geloofde, geloofden, geloofd, to believe.
Erkennen, erkende, erkenden, erkend, to recognize.
Herhalen, herhaalde, herhaalden, herhaald, to repeat.
ontvouwen, ontvouwde, ontvouwden, ontvouwd, to unfold.
verblijven, verbleef, verbleven, verbleven, to reside.

As is clear from these examples the p. p. of such verbs

if they are strong are like the present or past plural (first and third persons) e. g.

<i>Wij vergeten het boek.</i>	We forget the book.
<i>Wij vergaten het boek.</i>	We forgot the book.
<i>Wij hebben het boek vergeten.</i>	We have forgotten the book.
<i>Wij beginnen het werk.</i>	We begin the work.
<i>Wij begonnen het werk.</i>	We began the work.
<i>Wij zijn het werk begonnen.</i>	We have begun the work.

§ 35. EXERCISES.

A

1. Het gelezen verhaal. 2. De geëerde vader. 3. Hun gekrabde kat. 4. Deze gezwollen voet. 5. Ons genomen schip. 6. Mijn gestolen pen. 7. Het geschopte kalf. 8. Uw geplaagde ziel. 9. Het gepikte kuiken. 10. Uw benijde broer. 11. Zijn verachte zoon. 12. Het gejaagde wild. 13. De bedekte zonde. 14. De versierde kamer. 15. De verzwolgen Jona. 16. De gewarmde handen. 17. Het gehoorde bezwaar. 18. Onze gehuurde woning. 19. Die gevoede knaap. 20. De geschreide traan. 21. Deze gebruikte boter. 22. Die vertelde geschiedenis. 23. Het bedoelde plan. 24. Uw bedoeld boek. 24. Dit verlangde werk. 25. Uw verlangd boek.

B

1. The stolen book. 2. The stolen pen. 3. The stolen waggon. 4. These stolen children. 5. This honored mother. 6. The teased cat. 7. That kicked mule. 8. This envied storekeeper. 9. The despised girl. 10. That hunted deer. 11. The covered table. 12. This warmed food. 13. The hired house. 14. The fed horse. 15. The used butter. 16. The twice told tale. 17. This learned man. 18. Our desired plan. 19. Your adorned walls. 20. My captured

castle. 21. Our hoisted flags. 22. These deceived merchants. 23. Those cured disciples. 24. These spoiled potatoes. 25. My deceased father. 26. Your spoken word.

VOCABULARY

<i>het verhaal</i> , the story.	<i>de koopman</i> , the merchant.
<i>de voet</i> , m., the foot.	<i>de aardappel</i> , m., the potato.
<i>het schip</i> , the ship.	<i>de discipel</i> , m., the disciple.
<i>de pen</i> , f., the pen.	<i>nemen</i> , to take, to capture.
<i>het kalf</i> , the calf.	<i>jagen</i> , to hunt, to chase.
<i>de ziel</i> , f., the soul.	<i>overlijden</i> , <i>sterven</i> , to de cease.
<i>het kuiken</i> , the chicken.	<i>tweemaal</i> , twice.
<i>de broer</i> , the brother.	<i>de geschiedenis</i> , f., the story.
<i>het wild</i> , the game.	<i>het plan</i> , the plan, the scheme.
<i>de hand</i> , f., the hand.	<i>het werk</i> , the work.
<i>het bezwaar</i> , the objection.	<i>de muilezel</i> , m., the mule.
<i>de woning</i> , f., the dwelling, the house, the residence.	<i>de winkelier</i> , the storekeeper.
<i>de knaap</i> , the lad.	<i>het meisje</i> , the girl.
<i>de traan</i> , m., the tear.	<i>de meid</i> , the hired girl.
<i>de muur</i> , m., the wall.	<i>de boter</i> , f., the butter.
	<i>het woord</i> , the word.

LESSON IX

Strong Verbs. Classes V, VI and VII

§ 36. STRONG VERBS (CLASS V). The fifth class of strong verbs has the vowels *ie* or *ui* in the present stem and the vowel *o* in the past and in the past participle. Most of the regular verbs of this class are the following:
Bieden, *bood*, *boden*, *geboden*, to offer.

Liegen, loog, logen, gelogen, to lie.
Buigen; boog, bogen, gebogen, to bow.
Luiken, look, loken, geloken, to close.
Bcdriegen, bedroog, bedrogen, bedrogen, to deceive.
Verdrieten, verdroot, verdroten, verdroten, to grieve.
Gieten, goot, goten, gegoten, to pour.
Kiescn, koos, kosen, gekosen, to choose.
Genieten (van), genoot, genoten, genoten, to enjoy.
Rieken, rook, roken, geroken, to smell.
Ruiken, rook, roken, geroken, to smell.
Schieten, schoot, schoten, geschoten, to shoot.
Tijgen, toog, togen, getogen, to draw.
Vlieden, vlood, vloden, gevloeden, to flee.
Vliegen, vloog, vlogen, gevlogen, to fly.
Vlieten, vloot, vloten, gevloten, to stream.
Druipen, droop, dropen, gedropen, to drip, to flunk.
Duiken, dook, doken, gedoken, to dive.
Fluiten, floot, floten, gefloten, to whistle.
Kluiven, kloof, kloven, gekloven, to nibble (at), to pick
(a bone).
Kruipen, kroop, kropen, gekropen, to creep, crawl.
Pluiscn, ploos, plosen, geplozen, to unravel, eat.
Schuiven, schoof, schoven, geschoven, to shove.
Smuiten, snoot, snoten, gesnoten, to blow (one's nose).
Snuiven, snoof, snoven, gesnoven, to snuffle, sniff.
Spruiten, sprout, sproten, gesproten, to sprout.
Sputten, spoot, spoten, gespoten, to spout.
Stuiven, stoof, stoven, gestoven, to be dusty.
Zuigen, zoog, zogen, gezogen, to suck.
Zuipen, zoop, zopen, gezogen, to tipple.

Rem. 1. The verbs *luiken*, *verdrieten*, *vlieden*, *vlieten*, and *spruiten* are used only in formal or poetical language.

Rem. 2. *Rieken* means to spread odor.

Ruiken means to notice odor.

Rem. 3. *Tijgen* comes from *tiegen*, to draw. It is only used in a few standing expressions:

Aan het werk tijgen, To begin (one's) labor.

Israël toog uit Egypte, Israel went out of Egypt.

Hij was daar getogen, He had been reared there.

Rem. 4. *Pluizen* is weak when it is in transitive, e. g. *Het touw pluist*, i. e. the rope is full of pluses; but we say, *De matroos ploos het touw*, i. e. The sailor unravelled the rope. *Oppluizen* is a humorous word for to eat up, e. g. *Hij ploos het lekker op*. *Pluizen* is also used for to eat.

§ 37. The fifth class has also some irregular verbs:

Vriesen, vroor, vorren, gevoren, to freeze.

Verkiezen, verkoos, verkoren, verkozen, to prefer.

Verkiezen, verloor, verkoren, verkoren, to elect.

Verliezen, verloor, verloren, verloren, to lose.

Spugen, spoo, spogen, gespogen, to spit.

§ 38. In the SIXTH CLASS there are only a few verbs, three of which are regular. The characteristic is an *aa* or *a* in the present stem, and an *oe* in the past.

Dragen, droeg, droegen, gedragen, to carry.

Graven, groef, groeven, gegraven, to dig.

Varren, voer, voeren, gevaren, to sail, to fare.

Zweren, zwoer, zwoeren, gezworen, to take (an oath).

Slaan, sloeg, sloegen, geslagen, to beat, strike.

Rem. *Zweren* of the sixth class should not be confused with *zweren* of the second class.

§ 39. In the seventh class the past stem has *ie* or *i* before *ng*.

Hangen, hing, hingen, gehangen, to hang.

Vangen, ving, vingen, gevangen, to catch.

Vallen, viel, vielen, gevallen, to fall.

Heffen, hief, hieven, geheven, to heave, to lift.

Scheppen, schiep, schiepen, geschapen, to create.

Houden, hield, hielden, gehouden, to keep, hold.

Blazen, blies, bliesen, geblazen, to blow.

Laten, liet, lieten, gelaten, to let, allow, suffer.

Raden, ried, rieden, geraden, to guess.

Slapen, sliep, sliepen, geslapen, to sleep.

Loopen, liep, liepen, geloopt, to walk.

Stooten, stiet, stieten, gestooten, to push.

Houwen, hieuw, hieuwen, gehouwen, to hew.

Roepen, riep, riepen, geroepen, to call.

Rem. *Scheppen* is weak when it means to dip (water), to shovel (coal). *Heffen* is formal; the verb for common use is (op)lichten, which is weak. *Raden* may also be weak in the past. *Loopen* and *stooten* are the only two strong verbs that have a double o at the end of a syllable. To this class *heeten* en *scheiden* used to belong. Now these are weak in the past tense: *heeten, heette, heetten, geheeten*, to be named; *scheiden, scheidde, scheidden, gescheiden*, to separate, to part.

§ 40. EXERCISES.

A

1. De pijn buigt het koord. 2. Soms bedriegt de zuinigheid de wijsheid. 3. Gij koost uw levenstaak. 4. Wij genoten van het mooie weer. 5. Zij togen aan het werk. 6. Die man is in deze stad geboren en getogen. 7. Ik rook den lieflijken geur. 8. De jongens sloten een vroolijk deuntje. 9. Gij droopt van den regen. 10. De hond sloof het been. 11. De arme bedelaar sloot het vleesch op. 12. De trompetter blies den hoorn. 13. De steenhouwer hooft steenen. 14. De jongen roept den vader van den timmerman. 15. Hij hief zijn oogen naar den hemel.

1. The man shoveled coal. 2. The Creator created the world. 3. You guessed the answer. 4. The boy pushed his friend. 5. We parted in the spring. 6. He was named Charles. 7. We are named Christians. 8. They were named Democrats. 9. The boys sleep eight hours. 10. We preferred to stay. 11. God elected his people. 12. The English lost thousands. 13. The man beats the boy. 14. The hunter catches the fox. 15. The burghers took an oath. 16. The sailors sail across the sea.

VOCABULARY

<i>de pijl</i> , m., the arrow.	<i>de trompetter</i> , m., the trumpeter.
<i>het koord</i> , the cord.	<i>de hoorn</i> , <i>de horen</i> , m., the horn.
<i>somtijds</i> , sometimes.	<i>de steenhouwer</i> , the stone-cutter.
<i>de zuinigheid</i> , f., the oeconomy.	<i>de steen</i> , m., the stone.
<i>de wijsheid</i> , f., the wisdom.	<i>de steenkool</i> , f., the coal.
<i>de levenstaak</i> , f., the life task.	<i>de Schepper</i> , the Creator.
<i>mooi</i> , nice.	<i>de vriend</i> , m., the friend, m.
<i>het weer</i> , the weather.	<i>de vriendin</i> , f., the friend, f.
<i>het werk</i> , the work.	<i>Karel</i> , Charles.
<i>de stad</i> , f., the town.	<i>de Christen</i> , m., the Christian.
<i>geboren</i> , born.	<i>de Democraat</i> , (pl. <i>Democraten</i>), the Democrat.
<i>lieflijk</i> , pleasant.	<i>acht</i> , eight.
<i>vroolijk</i> , gay.	<i>het uur</i> , the hour.
<i>het deuntje</i> , the ditty.	<i>(te) blijven</i> , to stay.
<i>de regen</i> , m., the rain.	<i>het volk</i> , the people.
<i>de hond</i> , m., the dog.	<i>de Engelschen</i> , the English.
<i>het been</i> , the bone.	
<i>de bedelaar</i> , the beggar.	

<i>het vleesch</i> , the meat.	<i>de jager</i> , the hunter.
<i>de timmerman</i> , the carpenter.	<i>de vos</i> , m., the fox.
<i>het oog</i> , the eye.	<i>de burger</i> , the burgher.
<i>de hemel</i> , m., the heaven.	<i>de eed</i> , m., the oath.
<i>de wereld</i> , f., the world.	<i>de zee</i> , f., the sea.
<i>het antwoord</i> , the answer.	<i>over</i> , across.
<i>de Lente</i> , f., the spring.	

LESSON X

The Perfect Tenses of the Indicative

§ 41. The verbs may be divided into three groups:

a. Those verbs which mean AN ACTION, like *zien*, *hooren*, *voelen* (to feel), *ruiken*, *proeven* (to taste), *lichten* (to light), *schijnen* (to shine), *klinken*, *piepen* (to squeak), *geuren* (to smell nice), *smaken* (to taste), *drukken* (to press or to print), *waaien* (to blow), *vriesen*, *kennen* (to know), *begrijpen* (to understand), *onthouden* (to keep in mind), *vergeten*, *beminnen* (to love), *eeren*, *verlangen*, etc.

b. Those verbs which mean THE REMAINING IN A CONDITION like *zijn* (to be), *blijven* (to remain, to stay), *staan*, *zitten*, *liggen*, *rusten*, *hangen* (in the meaning of to be hanging), *drijven* (to float), *zweven* (to hover), *droomen* (to dream), *slapen* (to sleep), *suffen* (to doze), *glorieren* (to glow), *koken* (to boil), *leven* (to live), etc.

c. Those verbs which mean a CHANGE OF CONDITION like *vallen*, *stijgen*, *rijzen*, *dalen* (to ascend), *aankomen* (to arrive), *vertrekken* (to depart), *verdorren* (to wither), *smelten* (to be melting), *verteren* (to decay, not in the

active meaning of to spend), *vermeerderen* (to increase), *verminderen* (to decrease), *veranderen* (to change), *korten* (to become shorter), *lengen* (to become longer), etc.

The first two of these three groups take *hebben* in the perfect tenses; the last groups takes *zijn*.

§ 42. EXCEPTIONS TO THESE RULES.

Beginnen, though a verb of action generally takes *zijn*, *Ik ben mijn werk begonnen*, I have begun my work. *Zijn* and *blijven*, though verbs of the second group, also take *zijn*. Here the conjugation of *zijn* follows.

<i>Present</i>	<i>Past</i>	<i>Perfect</i>	<i>Pluperfect</i>
<i>Ik ben</i>	<i>was</i>	<i>ben geweest</i>	<i>was geweest</i>
<i>Gij zijt</i>	<i>waart</i>	<i>zijt geweest</i>	<i>waart geweest</i>
<i>Hij is</i>	<i>was</i>	<i>is geweest</i>	<i>was geweest</i>
<i>Wij zijn</i>	<i>waren</i>	<i>zijn geweest</i>	<i>waren geweest</i>
<i>Zij zijn</i>	<i>waren</i>	<i>zijn geweest</i>	<i>waren geweest</i>

Some verbs can have two meanings, like *smelten* (to melt and to be melted), *verteren* (to spend and to decay), *bedaren* (to make calm and to become calm), e. g.

De smelter HEEFT het ijzer gesmolten, The melter has melted the iron.

De boter IS gesmolten, The butter has melted.

Hij HEEFT zijn geld verteed, He has spent his money.

Het lichaam IS verteed, The body has decayed.

De onderwijzer HAD de klas bedaard, The teacher had calmed the class.

De storm IS bedaard, The storm has abated.

Verbs of motion take either *hebben* or *zijn*, which depends upon their character. If the *action* is emphasized

they take *hebben*. If the change is emphasized they take *zijn*; e. g.

Wij hebben een uur geloopt, We have walked for an hour.
Wij zijn naar M. geloopt, We have walked to M.

Other verbs of motion are *wandelen* (to take a walk), *rijden*, *sporen* (to go by train), *varcn*, *stroomen* (to stream), *zeilen*, *vliegen*, *kruipen*.

The first model sentence answers the question, what did you do? The second, where have you gone to?

§ 43. DIFFERENCE OF MEANING BETWEEN PERFECT AND IMPERFECT.

There is a slight difference of meaning between these two tenses in English and in Dutch. The perfect is used in Dutch, even if there is not the slightest connection with the present moment, e. g.

Ik heb van morgen gestudeerd, I have studied this morning.
Ik heb gisteren gestudeerd, I studied yesterday.

The perfect must *always* be used in Dutch when an action is complete at the present moment, and when the speaker does not imagine that he is in the past, e. g.

De Spanjaarden hebben in 1573 Haarlem ingenomen, The Spaniards took Haarlem in 1573.
Columbus heeft Amerika ontdekt, Columbus discovered America.

The past tense in Dutch is the tense for picturing, it is a descriptive tense. When a teacher tells the story of Columbus and discusses his discovery of America, he will say, *Columbus ontdekte Amerika*. If a mere fact is mentioned, which is complete in the present the perfect may be

used. But as soon as the speaker begins to describe or to narrate the imperfect must be used. So often the first and the last fact of a series is mentioned in the perfect, whereas the other members of the series are mentioned in the imperfect, e. g.

Ik ben naar de stad geweest om boodschappen te doen. Daar zag ik een man van een wagen vallen. Hij brak zijn been. De omstanders droegen hem in een winkel binnen. Ik heb hem daarna niet meer gezien, i. e. I have been (or was) to town on errands. There I saw a man fall from a wagon. He broke his leg. The bystanders carried him into a store. I did not see him any more after that.

§ 44. WORDORDER. In Dutch the past participle does not follow the conjugated part of the verb immediately, but comes at the end of the sentence unless for the sake of emphasis certain part of the sentence is put at the end. The beginning of the sentence is the most emphatic place, and almost every modifier can be placed at the beginning. If modifiers of time and place are used in succession, the modifiers of time precede those of place. Study the following examples:

Gisteren ben ik naar Londen geweest, Yesterday I went to London.

Naar Londen ben ik gisteren geweest, To London I went yesterday.

Ik ben gisteren naar Londen geweest, I went to London yesterday.

Ik ben naar Londen geweest. . gisteren, I went to London. . yesterday.

The direct object may stand at the head of a clause, but if not, it must precede the past participle.

Study the following exx.:

VERLEDEN *week heb ik daar visch gkocht*, Last week I bought fish there.

Ik heb DAAR *verleden week* VISCH *gkocht*.

Ik heb VERLEDEN *week daar* VISCH *gekocht*.

VISCH *heb ik daar verleden week gekocht*.

VISCH *heb ik verleden week daar gekocht*.

It appears that the order of the modifiers of time and place is more or less a matter of euphony, the shorter being used first, if the modifier of place is an adverb like *daar*, *hier*, *ergens* (there, here, somewhere), etc. But the place of the past participle is fixed, as is the order of subject and conjugated part of the verb (cf. §13).

§ 45. A few remarks about the spelling of some participles and present and past tenses should yet be made, now that we have discussed the perfect.

Rem. 1. If the final consonant of the base of a verb is *f* or *s*, whereas the present infinitive has *v* or *z* then in the formation of the past tense and the past participle the final consonant of the base are resp. counted as *v* and *z*. The *f* and *s* are called **false** (onecht). Verbs of this kind are **beven** (to tremble), **vreezen** (to fear), **stijven** (when weak and meaning to stiffen), **laven** (to refresh), **leven** (to live), **prijzen** (when weak meaning to prize), **loozen** (**een zucht loozen** or **een zucht slaken**, to heave a sigh), etc. Conjugate these verbs like the following examples, (cf. § 10).

<i>Present</i>	<i>Past</i>	<i>Perfect</i>
<i>Ik beef</i>	<i>beefde</i>	<i>heb gebeefd</i>
<i>Gij beeft</i>	<i>beefdet</i>	<i>hebt gebeefd</i>
<i>Hij beeft</i>	<i>beefde</i>	<i>heeft gebeefd</i>
<i>Wij beven</i>	<i>beefden</i>	<i>hebben gebeefd</i>
<i>Zij beven</i>	<i>beefden</i>	<i>hebben gebeefd</i>

<i>Ik vrees</i>	<i>vreesde</i>	<i>heb gevreesd</i>
<i>Gij vreest</i>	<i>vreesdct</i>	<i>hebt gevreesd</i>
<i>Hij vreest</i>	<i>vreesde</i>	<i>heeft gevreesd</i>
<i>Wij vreesen</i>	<i>vreesden</i>	<i>hebben gevreesd</i>
<i>Zij vreesen</i>	<i>vreesden</i>	<i>hebben gevreesd</i>

Rem. 2. If a verb has a prefix we must distinguish between the spelling of the second and third person present and of the past participle, if this is to end in *d*. Study the following exx.:

Gij berispt den jongen, You reproach the boy.

Gij hebt den jongen berispt, You reproached the boy.

Hij ontvouwt den brief, He unfolds the letter.

Hij heeft den brief ontvouwd, He unfolded the letter.

De dief berooft zijn naaste, The thief robs his neighbor.

De dief heeft zijn naaste beroofd, The thief robbed his neighbor.

§ 46. EXERCISES. (Explain the use of the auxiliaries.)

A

1. Het lood is gesmolten. 2. De boom is verdord. 3. De donder heeft gerateld. 4. De lamp heeft gebrand. 5. De sneeuw is gedooïd. 6. De zon heeft het ijs ontdooïd. 7. Ik heb hem het boek gezonden. 8. Ik ben naar Amsterdam verhuisd. 9. Hij heeft zijn taak volbracht. 10. De klokken hebben geluid. 11. Het schip is uitgevaren. 12. Hoe hebt gij gerust? 13. Ik ben niet lang gebleven. 14. De avond is gevallen. 15. Wie heeft den boom geveld? 16. Ik ben niet naar Amsterdam gespoord, maar gefietst. 17. Wat heeft het vannacht gestormd! 18. Is er een boot vergaan? 19. Het onweer is overgetrokken en heeft zich enkel in zware regenbuiën ontlast.

B

1. I forbade him yesterday to come here. 2. I drove

to Utrecht in the atuo. 3. In how many hours did you walk to Muskegon? 4. I walked and talked. 5. The water has boiled already. 6. Has the cook boiled the eggs? 7. I have boiled the eggs myself. 8. I have known him for years. 9. The people has honored the king all his life. 10. Last night it froze. 11. I hung the watch on the nail. 12. The watch has hung there for an hour. 13. The watch has fallen. 14. I worked and I slept like an ox. 15. The mountains glowed in the evening sun. 16. The number of pupils has increased. 17. The days have become longer. 18. I have been home this morning. 19. We have stayed at our uncle's. 20. I have been boating and fishing last week. 21. He sailed across the sea. 22. For five hours he sailed on a raft. 23. The boy krept under the table. 24. The girl krept for an hour. 25. In 1492 Columbus discovered America. 26. I lived like a beggar, but I did not fear. 27. The father heaved a sigh, when he thought of his son. 28. Who has unfolded the letter? 29. Rinaldo Rinaldini robbed the poor travellers. 30. You rob me of my children, Jacob said. (N.B. Use perfect and imp. both if possible.)

VOCABULARY

<i>Het lood</i> , the lead.	<i>het spoor</i> , the track.
<i>de boom</i> , m., the tree.	<i>stormen</i> , to storm.
<i>de donder</i> , m., the thunder,	<i>vergaan</i> , (p. <i>verging</i>), to
the peal of thunder.	sink, to go down, to be
<i>het onweer</i> , the thunder-	wrecked.
storm.	<i>overtrekken</i> , to blow over.
<i>de sneeuw</i> , f., the snow.	<i>verbieden</i> , to forbid.
<i>het ijs</i> , the ice.	<i>wandelen</i> , to walk.
<i>hem</i> , him.	<i>praten</i> , <i>kouten</i> , to talk.
<i>ratelen</i> , to roll, to rattle.	<i>koken</i> , to boil.

<i>dooien, ontdooien</i> , to thaw,	<i>jaren, jaren lang</i> , for years.
to melt.	<i>heel, geheel</i> , all.
<i>zenden</i> , to send.	<i>het</i> , it.
<i>verhuizen</i> , to move.	<i>het uurwerk, het horloge</i> ,
<i>naar</i> , to.	the watch.
<i>de taak</i> , the task.	<i>de spijker</i> , m., the nail.
<i>volbracht</i> , performed.	<i>een uur lang</i> , for an hour.
<i>de klok</i> , f., the clock, the	<i>werken</i> , to work.
bell.	<i>als, gelijk</i> , like.
<i>het schip</i> , the ship.	<i>de os</i> , m., the ox.
<i>niet lang</i> , not long.	<i>de berg</i> , m., the mountain.
<i>de avond</i> , m., the evening.	<i>de avondson</i> , f., the evening
<i>vannacht</i> , last night.	sun.
<i>wat!</i> how!	<i>het aantal, het getal</i> , the
<i>de boot</i> , f., the boat.	number.
<i>er</i> , there (<i>er</i> is expletive).	<i>de dag</i> , m., (pl. <i>dagen</i>), the
<i>enkel</i> , only.	day.
<i>sich</i> , itself.	<i>thuis, tehuis</i> , at home.
<i>ontlasten</i> , to unburden.	<i>naar huis</i> , home.
<i>sich ontlasten in</i> , to send	<i>van morgen</i> , this morning.
down.	<i>de morgen</i> , m., the morning.
<i>de regenbui</i> , f., the shower.	<i>bij onzen oom</i> , at our uncle's.
<i>zwaar</i> , heavy.	<i>bij mijn tante</i> , at my aunt's.
<i>de auto</i> , f., the auto.	<i>uit varen gaan</i> , to go boating.
<i>hoeveel</i> , how many.	<i>uit visschen gaan</i> , to go fishing.
<i>de kok</i> , m., <i>de keukenmeid</i> ,	<i>verleden week</i> , last week.
f., the cook.	<i>vijf uren, vijf uren lang</i> , for
<i>reeds</i> , already.	five hours.
<i>het ei</i> , (pl. <i>eieren</i>), the egg.	<i>het s'lot</i> , the raft.
<i>zelf</i> , myself.	<i>dacht aan</i> , thought of.
<i>luiden</i> , to toll, to ring.	<i>de reiziger</i> , the traveller.
<i>uitvaren</i> , to sail out.	<i>mij</i> , me.

<i>rusten</i> , to rest.	<i>berooven van</i> , to rob of.
<i>vellen</i> , to fell.	<i>zeggen</i> , to say.
<i>sporen</i> , to go by train.	<i>hij zeide, zei</i> , he said.
<i>fietsen</i> , to go by bicycle.	<i>wij zeiden</i> , we said.
<i>de trein</i> , m., the train.	<i>ik zeg</i> , I say.
<i>de fiets</i> , f., the bicycle.	<i>gij zegt</i> , you say.

LESSON XI

Copulas

§ 47. When copulas are used with a noun this noun takes the predicate nominative. It is therefore necessary to study the Dutch copulas.

a. The most common ones are: *zijn*, *blijven*, and *worden*.

Deze man is de vader van Jan, This man is John's father.

De grijsaard blijft dezelfde krachtige man, The old man remains the same strong fellow.

Hij wordt de eerste van de school, He becomes the first one of the school.

b. The second group is not readily recognized as such and therefore deserves special attention. Here we find the copulas *schijnen*, *lijken*, *blijken*, *haten*, *dunken* and *voorkomen*.

Deze man schijnt mijn vriend, or *Deze man lijkt mijn vriend*, This man seems to be my friend.

Deze man blijkt een deugniet, This man appears to be a rascal.

Deze man heet een bedrieger, This man is said to be a deceiver.

Dat dunkt mij verkeerd, or *Dat komt mij verkeerd voor*,
That looks to be wrong, or I have the impression that
that is wrong.

These verbs originally were auxiliaries of mood, whereas the *copula zijn* was used in each of these sentences. Occasionally we find the above sentences with the additional words *te zijn*, e. g. *Deze man schijnt mijn vriend te zijn*, etc.

c. A third group of copulas which all have the meaning of *zijn* or *worden* occur only in standing expressions with adjectives.

Hij bestaat bekend als een bedrieger. He is known as a deceiver.

Dat valt mij zwaar, moeilijjk, lastig. That is burdensome, difficult, troublesome for me.

Hij zit in de war. He is at a loss, is confused.

Hij zit verlegen om een knecht. He is in need of a servant.

Hij gaat er onder gebukt. He is burdened with it.

Hij raakt in de war. He gets confused, mixed up.

De zaal loopt leeg. The hall gets empty.

De kust stroomt vol. The seashore becomes crowded

Zijn gemoed schiet vol. He is overcome by tears.

Mijn beurs gaat stuk. My purse is wearing out.

§ 48. Not only nouns, but also pronouns occur as predicates after copulas. Sometimes the construction differs in the two languages. Study also the exx. in which the number of the verb differs.

Ik ben het. It is I.

Gij zijt het. It is you.

Dat zijn ze. Those are the ones.

Gij zijt de mijne. You are mine.

<i>Die ben ik.</i>	I am the one.
<i>Wie zijt gij?</i>	Who are you?
<i>Wat is die man van beroep?</i>	What is this man's trade?
<i>Het zijn de Prinsen van Oranje.</i>	It is the Princes of Orange.
<i>Het zijn de Prinsen geweest.</i>	It has been the Princes.
<i>Wie is die heer, die dame, die gast, zijn kind?</i>	Who is that gentleman, that lady, that guest, his child?
<i>Het is de zoon van den dokter, het is mijn vrouw, het is mijn nichtje (neefje).</i>	He is the doctor's son, she is my wife, it is my little cousin.
<i>Wie is deze vuile kerel?</i>	Who is this dirty fellow?
<i>Het is de grootste dronkaard van het dorp.</i>	It is the greatest drunkard of the village.
<i>Wie is de dader?</i>	Who is the guilty one?
<i>Hij is het.</i>	It is he.

§ 49. We must warn against imitations of English constructions when the predicate contains the pronouns *one* or *ones*.

De gelegenheid was gunstig, or Het was een gunstige gelegenheid, The opportunity was a favorable one.

De appel was zuur, or Het was een sure appel, The apple was a sour one.

Constructions like '*De gelegenheid was een gunstige,*' or '*De appel was een sure*' are awkward and against the Dutch idiom.

§ 50. If the copula is followed by names of religions or trades the indefinite article is omitted in Dutch.

De jongen werd Protestant. The boy became a Protestant.

Het meisje bleef Baptist. The girl remained a Baptist.
Mijn vriend is timmerman. My friend is a carpenter.
De student wordt dominee. The student becomes a minister.
Het meisje bleef onderwijzeres. The girl remained a teacher.

§ 51. EXERCISES.

A

1. Deze student is de ijverigste van de klas. 2. Zij blijft dezelfde trouwe student(e). 3. De koning is de hoogste autoriteit in het land. 4. Wie wordt nu de oudste? 5. Hij schijnt de beste van den troep (te zijn). 6. De president bleek de wijste van de vergadering. 7. De *Jungfrau* heet de schoonste berg van Zwitserland. 8. Dat komt mij aantrekkelijk voor. 9. Hij staat bekend als een uitstekend onderwijzer. 10. De student zat verlegen om een antwoord. 11. De kerk loopt vol. 12. Wie is de schuldige? Ik ben het. 13. Het zijn allen geen koks, die lange messen dragen. 14. Het zijn de beste leerlingen der school. 15. Wie is daar? Het is de vader van Jan. 16. Het is de dominee en zijn vrouw. 17. Het was een koude nacht; de regen kletterde tegen de glazen. 18. Roosevelt is een Hollander van afkomst. 19. Taft is een Unitariër. 20. Mijn dochter blijft winkeljuffrouw.

B

1. This professor is the oldest of the school. 2. That student will become the best of his class. 3. That tree seems to be the highest of the group. 4. I have the impression that the problem is wrong. 5. That old man is said to be a wizard. 6. That girl appears to be the most beautiful of the town. 7. Correcting papers is burdensome. 8. The student was at a loss about his answer. 9. The hall

became crowded. 10. My hat is wearing out. 11. Who is the man? He is the father of John. 12. Who is the guilty one? We are the ones. 13. Who is that soldier? He is the We aee the ones. 13. Who is that soldier? He is the burgomaster's son. 14. The book was a thick one. 15. My son is a member of the union. 16. His wife is a Baptist.

VOCABULARY

<i>ijzerigste</i> , most zealous.	<i>de dominicc</i> , the minister.
<i>de klas</i> , f., the class.	<i>koud</i> , cold.
<i>trouw</i> , faithful.	<i>de nacht</i> , f., the night.
<i>hoogste</i> , highest.	<i>kletteren</i> , to clatter.
<i>de autoriteit</i> , f., the authority.	<i>het glas</i> , the glass, the window
<i>het land</i> , the country.	<i>de Hollander</i> , the Hollander.
<i>nu</i> , now.	<i>van afkomst</i> , by descent.
<i>oudste</i> , oldest.	<i>de Unitarier</i> , the Unitarian.
<i>beste</i> , best.	<i>de winkeljuffrouw</i> , the clerk.
<i>de troep</i> , m., the troupe, troop, etc.	<i>de groep</i> , f., the group.
<i>de president</i> , the president.	<i>het vraagstuk</i> , <i>het probleem</i> , the problem.
<i>wijsste</i> , wisest.	<i>de toovenaar</i> , the wizard.
<i>de vergadering</i> , f., the meeting.	<i>opstellen nazien</i> , correcting papers.
<i>schoonste</i> , most beautiful.	<i>de zaal</i> , f., the hall.
<i>aantrekkelijk</i> , attractive.	<i>de hoed</i> , m., the hat.
<i>uitstekend</i> , excellent.	<i>de burgmeester</i> , the burgomaster.
<i>het antwoord</i> , the answer.	<i>dik</i> , thick.
<i>om</i> , about.	<i>het lid</i> , the member.
<i>de kerk</i> , f., the church.	<i>de Werkliedenvereeniging</i> , f., the Union.
<i>de schuldige</i> , <i>de dader</i> , the guilty one.	<i>de vrouw</i> , <i>de echtgenoot</i> , the wife.
<i>geen</i> , no.	

LESSON XII

Passive Voice

§ 52. THE PASSIVE VOICE in Dutch is expressed by the auxiliary *worden* in the present and past tenses, by the auxiliary *zijn* in the perfect and pluperfect tenses. Sometimes, but not very often the past participle *geworden* is added in the perfect and pluperfect.

Het huis wordt gebouwd. The house is being built.

Het huis werd gebouwd. The house was being built.

Het huis is gebouwd (geworden). The house has been built.

Het huis was gebouwd (geworden). The house had been built.

Het opstel wordt nagezien. The paper is being corrected.

Het opstel werd nagezien. The paper was being corrected.

Het opstel is nagezien (geworden). The paper has been corrected.

Het opstel was nagezien (geworden). The paper had been corrected.

Rem. The use of many passive constructions weakens the style.

§ 53. As the verbs *worden* and *zijn* are also copulas and as *zijn* may also be auxiliary of the perfect tense it is necessary to make a thorough study of the above exx. and rules. We shall give a few exx. to help the students study the differences.

De zieke wordt genezen. The patient is being cured.

De zieke wordt beter. The patient is improving.

De zieke wordt gezond. The patient becomes healthy.

From these exx. we see that *worden* is an aux. of the passive voice if it is followed by a past participle, and that it is a copula, if followed by an adjective (or noun).

<i>De zieke is genezen.</i>	The patient is cured. The patient has been cured.
<i>De akker is geploegd.</i>	The field is ploughed. The field has been ploughed.
<i>De aangeklaagde is vrijgesproken.</i>	The defendant has been acquitted.
<i>Hij is naar Amerika vertrokken.</i>	He has left for America.
<i>Het touw is gebroken.</i>	The rope broke. The rope is broken. The rope has been broken.
<i>De boter is gesmolten.</i>	The butter has melted. The butter is melted. The butter has been melted.
<i>De zon is ondergegaan.</i>	The sun has set.
<i>De zon is onder.</i>	The sun is set.

From these exx. we see that only in a few cases it is clear how a sentence should be translated. The context, however, generally shows what function the verb *zijn* fulfils.

§ 54. Sometimes the aux. *worden* may be omitted. This is often done in conversation or in emphatic language, if the aux. occurs in its infinitive form after an aux. of the future tenses or an aux. of mood. These auxiliaries will be discussed later on, but we want to draw the attention of the student to the following exx.:

Het huis zal veranderd moeten (worden), The house will have to be changed.
Dat moet gedaan (worden), That must be done.

Dat kan gelezen (worden), That can be read.

Dat mag gehoord (worden), That may be heard.

Dat zal vergeten (worden), That will be forgotten.

Rem. The student should bear in mind that the **Passive Subject** as well as the **Active Subject** is in the nominative.

§ 55. EXERCISES.

A

1. Hij is dadelijk in vrijheid gesteld. 2. De boom is omgehouden. 3. De boom is omgevallen. 4. De kleeren worden gewasschen. 5. De kleeren zijn gewasschen. 6. Die jongen is flink uit de kluiten gewassen. 7. De storm is afgenomen. 8. Zijn geld werd genomen. 9. Zijn geld was genomen. 10. Het touw werd gebroken. 11. Het touw was gebroken. 12. Het touw kan gebroken. 13. De eieren zijn hard gekookt. 14. De eieren werden hard gekookt. 15. De eieren moeten hard gekookt. 16. De jongen is weggegaan. 17. De jongen is weggestuurd. 18. De jongen zal weggestuurd. 19. De jongen wordt weggestuurd. 20. Het weer is in den loop van den dag veranderd.

B

1. Our house has been entirely changed. 2. Our house is entirely changed. 3. Our house will be entirely changed. 4. The weather has changed. 5. The papers were corrected. 6. The papers had been corrected. 7. The papers were being corrected. 8. The teacher had corrected the papers. 9. Bread¹ has gone up. 10. The man had moved. 11. My hat had been taken away. 12. My brother has not passed. 13. The moon has risen. 14. The moon is risen. 15. The field is being ploughed up. 16. The seed is (was) being sown. 17. The land has been ploughed. 18. The

¹ Use the definite article in Dutch.

grain had been moistened by the rain and basked by the sun rays. 19. Life¹ is short. 20. His life was shortened by that accident.

VOCABULARY

<i>dadelijk</i> , immediately.	<i>door</i> , by.
<i>flink</i> , immensely.	<i>in vrijheid stellen</i> , to set at liberty.
<i>de storm</i> , m., the storm.	<i>omhouwen</i> , to hew down.
<i>het geld</i> , the money.	<i>omvallen</i> , to fall down.
<i>het ei</i> , the egg.	<i>wasschen</i> , to wash.
<i>de eieren</i> , the eggs.	<i>wassen</i> , to wax, to grow.
<i>hard</i> , hard.	<i>uit de kluiten wassen</i> , to grow
<i>zacht</i> , soft.	(up).
<i>in den loop van</i> , in the	<i>afnemen</i> , to abate, to de-
course of,	crease.
<i>de dag</i> , m., the day, the day-	<i>koken</i> , to boil.
time.	<i>weggaan</i> , to leave, to go
<i>het ongeluk</i> , the accident.	away.
<i>geheel, heelemaal</i> , entirely.	<i>wegsturen</i> , to send away.
<i>opstellen</i> , papers.	<i>opslaan (in prijs)</i> , to go up.
<i>de hoed</i> , m., the hat.	<i>verhuizen</i> , to move.
<i>de hoeden</i> , the hats.	<i>slagen, verhoogd worden, be-</i>
<i>de maan</i> , f., the moon.	<i>vorderd worden</i> , to pass.
<i>het zaad</i> , the seed.	<i>opkomen</i> , to rise.
<i>het graan, het koren</i> , the	<i>op (gekomen)</i> , risen.
grain.	<i>omploegen</i> , to plough up.
<i>de zonnestraal</i> , m., the sun-	<i>zaaien, strooien</i> , to sow.
ray.	<i>bevochtigen</i> , to moisten.
<i>het leven</i> , n., the life.	<i>koesteren</i> , to bask.
<i>kort</i> , short.	
<i>verkorten</i> , to shorten.	

LESSON XIII

Irregular Verbs. Use of U in Dutch. Causatives

§ 56. A good many auxiliaries in Dutch are irregular. We have studied already *hebben* and *zijn*. We shall now study the others.

Kunnen (To be able.) *Mogen* (To be allowed.)

<i>Ik kan.</i>	<i>Ik kon(de).</i>	<i>Ik mag.</i>	<i>Ik mocht.</i>
<i>Gij kunt.</i>	<i>Gij kond(e)t.</i>	<i>Gij moogt.</i>	<i>Gij mocht.</i>
<i>Hij kan.</i>	<i>Hij kon(de).</i>	<i>Hij mag.</i>	<i>Hij mocht.</i>
<i>Wij kunnen.</i>	<i>Wij konden.</i>	<i>Wij mogen.</i>	<i>Wij mochten.</i>
<i>Zij kunnen.</i>	<i>Zij konden.</i>	<i>Zij mogen.</i>	<i>Zij mochten.</i>

Moeten (To have to.) *Willen* (to be willing.)

<i>Ik moet.</i>	<i>Ik moest.</i>	<i>Ik wil.</i>	<i>Ik wilde (wou).</i>
<i>Gij moet.</i>	<i>Gij moest.</i>	<i>Gij wilt.</i>	<i>Gij wildet (woudt).</i>
<i>Hij moet.</i>	<i>Hij moest.</i>	<i>Hij wil.</i>	<i>Hij wilde (wou).</i>
<i>Wij moeten.</i>	<i>Wij moesten.</i>	<i>Wij willen.</i>	<i>Wij wilden</i>
<i>Zij moeten.</i>	<i>Zij moesten.</i>		<i>(wouen).</i>
		<i>Zij willen.</i>	<i>Zij wilden (wouen)</i>

Zullen (shall, will.)

<i>Ik zal.</i>	<i>Ik zou(de).</i>
<i>Gij zult.</i>	<i>Gij zoud(e)t.</i>
<i>Hij zal.</i>	<i>Hij zou(de).</i>
<i>Wij zullen.</i>	<i>Wij zouden.</i>
<i>Zij zullen.</i>	<i>Zij zouden.</i>

Rem. From this it appears that there are five verbs in Dutch which miss the *t* in the third person singular of the present. Here are the forms, **kan, wil, zal, mag, is**. This must be kept in mind especially with a view to the translation of **you**.

The past participles of the above verbs are **gekund, gemoogd, gemoeten, gewild**. *Zullen* has no p. p.

§ 57. There are also other verbs that are irregular. Here the principal parts follow.

Weten, wist, wisten, geweten, to know.

Brengen, bracht, brachten, ge- to bring (from), to take
bracht. (to).

Denken, dacht, dachten, ge- to think.
dacht.

Dunken, docht, ———, ge- to look to be.
docht.

Zoeken, zocht, zochten, ge- to seek, to look for.
zocht.

Koopen, kocht, kochten, ge- to buy.
kocht.

Doen, deed, deden, gedaan. to do.

Rem. The verb *dunken* is only used in the third person singular with or without the pronoun *het*.

Mij dunkt. it looks to me.

Mij heeft goed gedocht. I thought it would be well.

Doen is only used as an auxiliary when an infinitive precedes or another verb is referred to.

Studeeren doet hij niet. He does not study at all.

De een studeerde en de ander deed het niet. The one studied and the other did not.

§ 58. As in English the weak causatives should be distinguished from their related strong verbs.

drenken, to water, to make *drinken*, to drink.

to drink.

(om)wenden, to wend, to turn. *(op)winden*, to wind.

zetten, to set.

zitten, to sit.

<i>lciden</i> , to lead.	<i>lijden</i> , to suffer (to go).
<i>ncigen</i> , to bow, to descend, to incline.	<i>nijgen</i> , to drop a curtsey. <i>toegenegen</i> , affectionate.
<i>zoogen</i> , to suckle.	<i>zuigen</i> , to suck.
<i>voeren</i> , to lead.	<i>varcn</i> , to fare.
<i>vellen</i> , to fell (a tree), to couch (a lance).	<i>vallen</i> , to fall.

§ 59. One of the most interesting, but difficult subjects is the translation of the English pronoun *you* into Dutch. Up to the present moment we have translated it by *gij*, which is used in formal language: in Bible language, in prayer, in formal letters and petitions, etc. In polite conversation *gij* should be replaced by *U*. *U* is therefore the most careful translation. *Gij* may sound stiff, *je* and its equivalents imposing, but *U* implies that the speaker gives due honor to the person spoken to. It is a wrong idea that *U* should be used only when inferiors speak to their superiors, or when equals speak to each other, for it is also required of a superior whenever he addresses an inferior whom he does not intimately know. A parent and a teacher may use *je* to some extent, but *je* is generally limited to intimate use, and its emphatic forms *jij* (nom. sing.), *jou* (acc. sing.) and *jullie* (nom. and acc. plur.), the last two of which are also used as possessive pronouns sound very intimate, for the simple reason that they bring out the intimacy more emphatically. We may often see or hear *je* used as personal pronoun in the nom., whereas *U* is used in the acc. and *uw* as possessive pronoun, e. g.

<i>Jan, heb je 't gehoord, is dat</i>	John, did you hear me, is that
<i>uw boek?</i>	YOUR book?

Grammatically *U* may be considere^d as second or as

third person in the singular, because it can be looked upon as a substitute of *gij*, or as the abbreviation of *Uwe Edelheid*. As soon as *U* is plural, it must be counted as a pronoun of the second person, but the use of *U* in the plural is avoided. A minister will say: *De-gemeente heeft het gehoord*, i. e. the congregation has heard it. A teacher will say: *De klas, de school heeft het gehoord*, i. e. the class, the school has heard it.

We shall first discuss the use of *U*. Since the second and third persons of the present as a rule add *t* to the base of the verb, there is only choice with the five irregular verbs of § 56 and with *hebben* in the present. But since the past with all verbs as a rule differs in the second and third persons, there is almost always choice of forms in the imperfect. It seems however that the third person of the verb after *U* has the preference. Study the following exx.:

<i>U komt</i> , you come.	<i>U zijt</i> , <i>U is</i> , you are.
<i>U kwaamt</i> , <i>U kwam</i> , you came.	<i>U waart</i> , <i>U was</i> , you were.
<i>U blijft</i> , you stay.	<i>U kunt</i> , <i>U kan</i> , you can.
<i>U bleeft</i> , <i>U bleef</i> , you staid.	<i>U kondt</i> , <i>U kon</i> , you could.
<i>U hebt</i> , <i>U heeft</i> , you have.	<i>U wil</i> , <i>U wilt</i> , you will.
<i>U hadt</i> , <i>U had</i> , you had.	<i>U woudt</i> , <i>U wou</i> , <i>U wildet</i> , <i>U wilde</i> , you would.
<i>U loopt</i> , you walk.	<i>U moogt</i> , <i>U mag</i> , you may.
<i>U liept</i> , <i>U liep</i> , you walked.	<i>U mocht</i> , you might.
<i>U zult</i> , <i>U zal</i> , you shall, will.	<i>U studeert</i> , you study.
<i>U zoudt</i> , <i>U zou</i> , you should, would.	<i>U studeerdet</i> , <i>U studeerde</i> , you studied.

The choice between the two forms becomes more apparent with the reflexive verbs, to be discussed later. Here is an ex. to make this clear.

U hebt u gewasschen, U You have washed yourself.
heeft zich gewasschen.

Hebt U u gewasschen, Heeft Have you washed yourself?
U zich gewasschen?

From the last two exx. it may especially appear why the form of the third person is preferable. Another reason is found in the accumulation of consonants, e. g. *Studeerdet u*, which makes the endings clumsy and the pronunciation of the Dutch harder than in *studeerde u*, where the mute *e* of the verb is swallowed; the pronunciation being practically *studeerd' u*. In the following exx. the two translations are required with the pronoun *U*. The use of *JE* is reserved for the next lesson.

§ 60. EXERCISES.

A

1. *U hebt het lang genoeg geweten.* 2. *Is U thuis gebracht?* 3. *Hebt U gedacht aan uw boek?* 4. *Wat dunkt U van deze stof?* 5. *Mij docht, dat hij student was.* 6. *Ik dacht, dat hij vertrokken was.* 7. *Zoekt U den koopman?* 8. *Heeft U lang gezocht?* 9. *U kocht een nieuw huis?* 10. *Doet U het?* 11. *Werken deed(t) U niet.* 12. *Wat hebt U gedaan?* 13. *Ik heb. de schapen gedrenkt.* 14. *Dronken de schapen zuiver water of was het water modderig?* 15. *Hij wendde het laken (om).* 16. *Ik wond mijn horloge (op).* 17. *Hij zette den stoel bij de tafel.* 18. *Wie zat er bij U?* 19. *U leidde mij naar mijn stoel.* 20. *U leed(t) veel pijn.* 21. *De zon neigde ter kimme.* 22. *Is U geneigd dit te gelooven?* 23. *De kamerheer neeg voor de koningin.*

B

1. Who led the blind man? 2. How did you fare? 3.

How do you do? 4. The soldier couched the lance. 5. You fell on the sidewalk. 6. The mother awaked the child. 7. You were wide awake. 8. You came with the man. 9. Do you stay for supper? 10. You staid for dinner. 11. You have washed your hair. 12. Did you wash your hands? 13. Had you seen the blind man? 14. You had left after me. 15. Have you fallen on the floor? 16. Did you walk home? 17. You have walked for five miles. 18. Are you tired? 19. Nobody answered. 20. You alone heard my voice.

VOCABULARY

lang genoeg, long enough.

het, it.

thuis, home, at home.

de stof (f.), the material.

dat, that.

de koopman, the merchant.

nieuw, new.

het schaap, the sheep.

zuiver, pure.

modderig, muddy.

het laken, the sheet.

het avondeten, supper.

het middageten, dinner.

het haar, the hair.

de hand, f., the hand.

mij, me.

de vloer, m., the floor.

de mijl, f., the mile.

vermoeid, tired.

het horloge, the watch.

bij, near, by.

de pijn, f., the pain.

ter kimme, to the horizon.

gelooven, to believe.

de kamerheer, the chamberlain

de koningin, the queen.

de blinde (man), the blind man

hoe vaart u? how do you do?

de lans, f., the lance.

het voetpad, the sidewalk.

wide awake, klaar wakker.

niemand, nobody.

emand, somebody, anybody.

antwoorden, to answer.

vijf, five.

de stem, f., the voice.

waken, to be awake.

wakken, to awake (trans.).

LESSON XIV

Je, Jij, Jou, Jullie.

§ 61. The personal pronouns of the second person in intimate use are *je*, *jij*, *jou* and *jullie*. The first three are singular, the last one is plural. Here is the scheme for the cases:

	Singular		Plural
	Unemphatic	Emphatic	Unemph. + Emph.
Nom.	<i>je</i>	<i>jij</i>	<i>jullie</i>
Acc.	<i>je</i>	<i>jou</i>	<i>jullie</i>

As is seen from this scheme *je* is unemphatic, whereas *jij* and *jou* are emphatic, *jij* being *nom.* and *jou* being *acc.* *Je*, *jou* and *jullie* are also used as possessive pronouns instead of *uw* in intimate conversation, with the same distinction in number and emphasis.¹

<i>Waar is je jas?</i>	Where is your coat?
<i>Waar is jou(w) boek?</i>	Where is <i>your</i> book?
<i>Waar is jullie huis?</i>	Where is your house?

§ 62. *Je* and *jij* are considered to be pronouns of the second person, but to avoid accumulation of consonants or stiffness, the *t* as a personal ending is only retained in the declarative form of the present tense. In the interrogative form and in the past this personal ending is left of. Study the following exx.:

<i>Je leert.</i>	<i>Leer je?</i>	<i>Je leerde.</i>	<i>Leerde je?</i>
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¹ According to Resink *je* may take the place of *jullie*.

<i>Je neemt.</i>	<i>Neem je?</i>	<i>Je nam.</i>	<i>Nam je?</i>
<i>Je bindt.</i>	<i>Bind je?</i>	<i>Je bond.</i>	<i>Bond je?</i>
<i>Je geeft.</i>	<i>Geef je?</i>	<i>Je gaf.</i>	<i>Gaf je?</i>
<i>Je kunt.</i>	<i>Kan je?</i>	<i>Je kon.</i>	<i>Kon je?</i>
<i>Je zult.</i>	<i>Zal je?</i>	<i>Je zou.</i>	<i>Zou je?</i>
<i>Je moogt</i>	<i>Mag je?</i>	<i>Je mocht.</i>	<i>Mocht je?</i>
<i>Je wilt</i>	<i>Wil je?</i>	<i>Je wilde (wou)</i>	<i>Wilde je?</i>
<i>Je hebt.</i>	<i>Heb je?</i>	<i>Je had.</i>	<i>Had je?</i>
<i>Je bent.</i>	<i>Ben je?</i>	<i>Je was.</i>	<i>Was je?</i>

In some of these cases we have, however, double forms. We may say: *je kunt* and *je kan*, *je zult* and *je zal*, *je moogt* and *je mag*, *je wilt* and *je wil*, *kan je* and *kun je*, *zul je* and *zal je*. (Resink also gives *je bent* and *je ben*.)

§ 63. After *jullie* the same forms are used as after *je*, or the forms of the first and third persons plural, e. g.

<i>Jullie gaat naar huis.</i>	<i>Ga jullie naar huis?</i>
<i>Jullie ging naar huis.</i>	<i>Ging jullie naar huis?</i>
<i>Jullie gaan naar huis.</i>	<i>Gaan jullie naar huis?</i>
<i>Jullie gingen naar huis.</i>	<i>Gingen jullie naar huis?</i>

Jullie is a corruption of the formal *gijlieden*, which occurs especially in Biblical language.

Rem. In the following exx. the pronoun **you** must be translated by **je**, **jij**, **jou**, or **jullie**. The student should give as many translations as possible.

§ 64. EXERCISES.

A

1. Op school leer je veel. 2. Je neemt je boek en je studeert je les. 3. Heb je lang gewerkt? 4. Had je veel gestudeerd? 5. Ben je niet vermoeid? 6. Was je niet blij? 7. Je bent een deugniet. 8. Je was vlijtig. 9. Ga

je mee naar huis? 10. Je gaat te veel uit. 11. Koop je veel boeken? 12. Je zoekt die bloem tevergeefs. 13. Wil je me helpen? 14. Je kan (kunt) het doen. 15. Je zal (zult) hem niet vergeten. 16. Bond je den ezel aan den paal? 17. Gaf je het geld in den zak? 18. Breng je het paard naar stal? 19. Jullie verzoekt (verzoeken) de gasten. 20. Wil (willen) jullie binnenkomen?

B

1. You stay at home. 2. Did you go home? 3. You may study. 4. Could you read? 5. Who was your teacher? 6. Who would go? 7. You take the horse. 8. Did you bind the donkey to the tree? 9. Where have you been? 10. You could not be there.¹ 11. Will you help the man? 12. You may not help him. 13. Have you gone to school? 14. You have studied for three years. 15. Will you read that letter? 16. Did you fall from the wagon? 17. You have left for Paris. 18. You have walked home. 19. Have you seen this tree? 20. We have seen your garden and our garden.

VOCABULARY

<i>op school</i> , at school.	<i>de paal</i> , m., the pole.
<i>de les</i> , f., the lesson.	<i>de zak</i> , m., the bag, the pocket.
<i>vermoeid</i> , tired.	<i>naar (den) stal</i> , to the stable.
<i>blij</i> , glad.	<i>verzoeken</i> , to invite.
<i>de deugniet</i> , m., the rascal.	<i>de gast</i> , m. or f., the guest.
<i>mee</i> , along.	<i>binnenkomen</i> , to come in.
<i>uitgaan</i> , to go out.	<i>de wagon</i> , m., the wagon.
<i>te</i> , too.	<i>vertrekken naar</i> , to leave for.
<i>tevergeefs</i> (adv.), in vain.	<i>de tuin</i> , m., <i>de hof</i> , m., the garden.
<i>tevergeefs</i> (adj.), vain.	
<i>de esel</i> , m., the donkey.	

¹ In Dutch the infinitive must be put at the end of the sentence.

LESSON XV

The Verbs *Zullen*, *Moeten*, *Kunnen*, *Mogen*, and *Laten*

§ 65. *Zullen* is the verb of the future tense in Dutch. If emphatic it expresses necessity.

<i>Je zult er wel heengaan.</i>	I suppose you will go there.
<i>Je ZULT er heengaan.</i>	You <i>shall</i> go there.

The past tense of the verb *zullen* can have a peculiar meaning in Dutch, which will be discussed later, but may appear from a few exx.

<i>Ik zou het niet doen.</i>	I was not to do it.
<i>Ik zou het niet doen, Ik deed het niet (als ik u was).</i>	I would not do it (if I were you).

§ 66. *Moeten* has several meanings in Dutch. It can express duty, obligation, necessity, possibility.

<i>Hij moet alle dagen wandelen.</i>	He has to walk every day.
<i>Hij moest alle dagen wandelen.</i>	He had to walk every day.
<i>Gij moet uw ouders eeren.</i>	You should honor your parents.
<i>Gij behoort uw ouders te eeren.</i>	
<i>Gij moest hem opzoeken.</i>	You should visit him.
<i>Gij moet hem opzoeken.</i>	You must (should) (have to) visit him.
<i>Wij moesten ons werk maken.</i>	We had to (should) do our work.

De koningin moet in de stad geweest zijn. The queen is said to have been in the city.

Hij moet er jaren gewoond hebben. He is said to have lived there for years.

The past of *moeten* is often used to soften the expression. A parent may say to his child, *Je moet je hoed opzetten*, You must put on your hat; a child in such a case would say to his father, *U moest uw hoed opzetten*. *Moeten* may be translated by *to have to*, *should*, *ought to*, *must*, *to be said*.

§ 67. Between *kunnen* and *mogen* there is about the same difference in Dutch as in English. *Kunnen* means either *to be able to* or it expresses the meaning of the subjective *can*. *Mogen* means either *to be allowed to* or it expresses the meaning of the objective *may*. In other words *kunnen* expresses the power of the subject, whereas *mogen* denotes that the action is dependent on the will or permission of somebody else, or on circumstances. *Ik kan u helpen*. I am able to (can) help you. *Ik mag u helpen*. I am allowed to (may) help you. Yet there are some differences to be kept in mind. *Kunnen* can also express possibility in Dutch, e. g.

Hij kan er doorgekomen zijn, doch ik weet het niet. He may have passed, but I don't know.

Hij mag er doorgekomen zijn, doch ik geloof het niet. He may have passed, but I don't believe so.

From these two sentences it appears that *kunnen* expresses *possibility*, whereas *mogen* expresses *improbability*. In the second sentence, the speaker wants to express that *the passing would have been contrary to his expectations*.

As soon as the main sentences are negatived, as in English the auxiliary *kunnen* is used. *Hij kan er niet doorgekomen zijn, dat weet ik, dat geloof ik.*

Mogen with the negative adverb has the meaning of the English *must*, e. g.

Je mag hier niet rooken. You must not smoke here.

Mogen may sometimes be replaced by *zouden*, e. g.
Where may my purse be? *Waar mag, zou mijn beurs zijn?*

Mogen has also the meaning of the English *to like*, e. g.
Ik mag dien man niet zien. I do not like the looks of him.

I cannot bear to see him.

Ik mag hem niet.

I do not like him.

§ 68. The verb *laten* also can have several meanings. Study the following exx.

Laat ons gaan.

Let us go.

Laten wij gaan.

Hij laat den jongen gaan.

He lets the boy go.

He permits the boy to go.

Hij laat den jongen spelen.

He allows the boy to play.

Hij laat zich omkopen.

He suffers himself to be bribed.

Hij liet een brug bouwen.

He had (ordered) a bridge built.

Ik liet mijn paraplu bij u.

I left my umbrella at your house.

From these exx. it appears that *laten* may mean, to let, to bid, to desire, to order, to command, to leave.

§ 69. Infinitives when used with an auxiliary must be placed at the end of a main clause.

Ik zal hem morgen roepen. I shall call him to-morrow.
Hij kon mij gezien hebben. He might (could) have seen me.

A past participle of an auxiliary must be replaced by an infinitive if it is followed by a complementary infinitive.

Ik heb niet gemoogd. I was not allowed (to do it).
Ik heb het niet mogen doen. I was not allowed to do it.
Ik heb niet durven spreken. I have not dared to speak.
Ik ben niet gaan zwemmen. I have not been swimming.

§ 70. The pluperfect with the verbs *moeten*, *kunnen* and *mogen* can be expressed in two ways in Dutch, whereas there is only one way in English.

Ik had het moeten doen. I should have done it.
Ik moest het gedaan hebben.
Gij hadt mij kunnen helpen. You could have helped me.
Gij kondt mij geholpen hebben. You might have helped me.
Hij had U mogen hooren. He might have heard you.
Hij mocht U gehoord hebben.

§ 71. EXERCISES.

A

1. Zal u met ons meegaan? 2. Zal hij u bezoeken? 3. Zij zullen spoedig komen. 4. Ik moet voor mijn gezondheid wandelen. 5. U moest uw jas aandoen. 6. Wij behoo- ren vlijtig te studeeren. 7. Ik moet hem eens opzoeken. 8. De koning moet daar gestorven zijn. 9. Hij moest mij vroeger gewaarschuwd hebben. 10. Hij had ons vroeger kunnen helpen. 11. Mijn broer kan mij gezien hebben, toen ik op straat liep. 12. De leeuw mag losgebroken zijn,

doch wie zou dat verwachten? 13. Je mag niet op het gras(veld) loopen. 14. Ik mag dien dominee gaarne hooren. 15. Laten (laat) de kinderen vooruitgaan. 16. Wij lieten ons bedotten. 17. Nero liet Rome in brand steken. 18. Nero liet de christenen martelen. 19. Karel de Groote liet de Saksers niet begaan. 20. Wij hebben onze hoeden in het park gelaten. 21. Het heeft niet mogen zijn (gebeuren). 22. De jongens zijn wezen varen. 23. De verpleegster heeft den zieke niet durven verlaten. 24. Het huis moest eerder gebouwd zijn. 25. De school had vroeger klaar moeten zijn.

B

1. I shall go to town. 2. You will see me no more. 3. He will leave town within a few days. 4. We shall study our lessons. 5. They will attend the meeting. 6. Shall I help you? 7. Where shall you meet me? 8. Will he come to town? 9. Shall we go together? 10. Will they visit you? 11. We have to go to school and study. 12. You should study more faithfully. 13. He ought to visit his sick father. 14. He is said to have travelled through America. 15. I shall be able to help you. 16. We shall be allowed to see you. 17. He may have loved his mother, but I don't think so. 18. He may have seen the school¹ when he visited the city. 19. He cannot have seen the school. 20. He might have studied his lesson. 21. The student should have obeyed his teachers. 22. You must not walk on the grass. 23. Where may I have seen him? 24. I do not like that neighbor. 25. Let me visit him. 26. The father allowed the boy to come home after ten. 27. The teacher permitted the children to play in the base-

¹ Set every dependent clause in Dutch off with a comma.

ment. 28. He suffered himself to be fooled. 29. Caesar commanded the soldiers to build a bridge across the Rhine. 30. The teacher left her book in the room. 31. I have not been able to help you. 32. We have not dared to visit you. 33. The girls have been boating. 34. We should have warned you earlier.

VOCABULARY

<i>met</i> , with.	<i>getrouw</i> , faithful(ly).
<i>ons</i> , us.	<i>bchooren</i> , ought to.
<i>meegaan</i> , to go along.	<i>reizen</i> , to travel.
<i>bezoeken, opzocken</i> , to visit.	<i>door</i> , through.
<i>spoedig</i> , soon.	<i>Amerika</i> , America.
<i>de gezondheid</i> , f., the health.	<i>liefhebben, beminnen</i> , to love.
<i>de jas</i> , f., the coat.	<i>het gras(veld)</i> , the lawn.
<i>vlijtig</i> , adv., diligently.	<i>de dominee</i> , the minister.
<i>eens</i> , once.	<i>(graag) mogen, (gaarne) mogen</i> , to like.
<i>vroeger, eerder</i> , sooner, earlier.	<i>vooruitgaan</i> , to go ahead.
<i>waarschuwen</i> , to warn.	<i>bcdotten</i> , to fool.
<i>de broer, de broeder</i> , the brother.	<i>in brand steken</i> , to set fire to.
<i>toen</i> , when.	<i>de christen</i> , m., the christian, m.
<i>op straat</i> , in the street.	<i>de christin</i> , f., the christian, f.
<i>de leeuw</i> , m., the lion.	<i>martelen</i> , to torture.
<i>losbreken</i> , to break loose.	<i>Karel de Groote</i> , Charlemagne
<i>varen</i> , to go boating.	<i>de Sakser</i> , the Saxon.
<i>de verpleegster</i> , the nurse.	<i>begaan</i> , to have one's way.
<i>verlaten</i> , to leave (alone), to abandon.	<i>laten begaan</i> , to leave alone.
<i>bouwen</i> , to build.	<i>het park</i> , the park.
<i>klaar, gereed</i> , ready.	<i>gebeuren</i> , to happen.

<i>naar stad, naar de stad,</i> to	<i>de stad,</i> f., the city.
town.	<i>gehoorzamen,</i> to obey.
<i>no more, niet meer.</i>	<i>op,</i> on.
<i>de stad verlaten,</i> to leave	<i>de buurman, de buurvrouw,</i>
town.	the neighbor.
<i>binnen,</i> within.	<i>na tien(en),</i> after ten.
<i>een paar,</i> a few.	<i>spelen,</i> to play.
<i>de les,</i> f., the lesson.	<i>de benedenverdieping,</i> f., the
<i>bijwonen,</i> to attend.	basement.
<i>de vergadering,</i> f., the meet-	<i>over,</i> across.
ing.	<i>de Rijn,</i> m., the Rhine.
<i>te zamen, samen,</i> together.	

LESSON XVI

Reflexive and Impersonal Verbs

§ 72. A good many reflexive verbs in Dutch are not reflexive in English. Even if a reflexive verb is transitive, the reflexive pronoun is not always expressed in English, whereas it cannot be omitted in Dutch. We distinguish three kinds of reflexive verbs in this language, viz.,

a. TRANSITIVE-REFLEXIVE VERBS which can have a direct object.

<i>zich wasschen.</i>	to wash (oneself).
<i>zich scheren.</i>	to shave (oneself).
<i>zich kleeden.</i>	to dress (oneself).
<i>zich voeden (met).</i>	to feed (oneself) (on).
<i>zich wonden.</i>	to wound oneself.
<i>zich oefenen.</i>	to practise, to train oneself.
<i>zich beschuldigen.</i>	to accuse oneself.

<i>zich herinneren.</i>	to remember, to recall.
<i>zich verbeelden.</i>	to imagine.
<i>zich veroorlooven.</i>	to permit oneself.
<i>zich bedriegen.</i>	to deceive oneself.
<i>zich vleien.</i>	to flatter oneself.
<i>zich beschermen.</i>	to protect oneself.
<i>zich verbeteren.</i>	to improve (oneself).

b. INTRANSITIVE-REFLEXIVE VERBS which cannot take a direct object.

<i>zich bevinden.</i>	to be, to stay.
<i>zich ophouden.</i>	to stay.
<i>zich begeven.</i>	to betake oneself.
<i>zich berlijtigen.</i>	to be diligent.
<i>zich beijveren.</i>	to be zealous.
<i>zich inspannen.</i>	to exert oneself.
<i>zich ontspannen, zich ver- maken.</i>	to seek recreation.
<i>zich vervelen.</i>	to be bored.
<i>zich verontwaardigen.</i>	to be indignant.
<i>zich verheugen, zich ver- blijden.</i>	to be glad.
<i>zich verwonderen.</i>	to be astonished.
<i>zich verbazen.</i>	to be amazed.
<i>zich beangstigen (over).</i>	to be worried (about), to be afraid (of).
<i>zich schamen (over).</i>	to be ashamed (of).
<i>(zich) bewegen.</i>	to move.
<i>(zich) wentelen.</i>	to revolve.
<i>(zich) omkeeren.</i>	to turn.
<i>(zich) bukken.</i>	to stoop.
<i>(zich) sluiten.</i>	to close.
<i>(zich) wennen (aan).</i>	to become accustomed (to).

The last six verbs may be used reflexive or non-reflexive without change of meaning, e. g.

<i>De aarde beweegt (zich).</i>	The earth moves.
<i>De zon wentelt (zich) om haar as.</i>	The sun turns around its axis.
<i>Hij bukt (zich).</i>	He stoops.
<i>De deur sluit (zich).</i>	The door closes.
<i>Men went (zich) aan alles.</i>	One gets accustomed to everything.
<i>Hij keerde (zich) om.</i>	He turned around.

c. PASSIVE-REFLEXIVE VERBS, i. e. reflexive verbs with a passive meaning.

<i>De stad breidt zich uit.</i>	The city grows.
<i>De gelegenheid biedt zich aan.</i>	The opportunity offers itself.
<i>Mijn lijst beperkt zich tot deze stad.</i>	My list is limited to this city.
<i>Het gerucht heeft zich bevestigd.</i>	The rumor has been confirmed.
<i>De rivier splitst zich (in).</i>	The river is divided (into).
<i>De golf verdeelt zich (in).</i>	The gulf is divided (into).
<i>De zaak heeft zich ontwikkeld.</i>	The business has developed.
<i>Dat laat zich hooren.</i>	That is easily to be explained.
<i>Dat laat zich smaken.</i>	That tastes fine.
<i>Dat laat zich begripen.</i>	That is easily to be understood.
<i>Dat laat zich gebruiken.</i>	That tastes alright.

§ 73. Here is an example of the present and past of the reflexive verb *zich kleeden*, to dress.

<i>Ik kloed mij.</i>	<i>Ik kleeedde mij.</i>
<i>Gij kleeft u.</i>	<i>Gij kleeddet u.</i>
<i>Hij kleeft zich.</i>	<i>Hij kleeedde zich.</i>
<i>Wij kleeften ons.</i>	<i>Wij kleedden ons.</i>
<i>Zij kleeften zich.</i>	<i>Zij kleedden zich.</i>

For the sake of emphasis the pronoun *self* may be added to the personal, and to the reflexive pronouns that come after the conjugated part of the verb, e.g. *De kleine jongen kleeft zichzelf reeds*, The little boy is able to dress himself already. *Zich* is the reflexive for all genders, e.g. *Zij kleeft zich*, *Het huis bevindt zich daar*.

The student should remember that the pronoun of the second person for polite conversation takes either the second or third person of the verb, so that one may say, *U kleeft u*, as well as *U kleeft zich*, the latter being preferable, as we saw, especially in the interrogative form.

§ 74. IMPERSONAL VERBS AND PHRASES OCCUR in about the same way in Dutch as in English. We may distinguish three kinds.

a. Natural phenomena.

<i>het regent</i> , it rains.	<i>het ebt</i> , the tide is ebbing.
<i>het sneeuwt</i> , it snows.	<i>het mist</i> , it is foggy.
<i>het hagelt</i> , it hails.	<i>het schemert</i> , it is twilight.
<i>het dondert</i> , it thunders.	<i>het daagt, het morgent</i> , it dawns.
<i>het bliksemt</i> , it lightens.	<i>het avondt</i> , evening is falling.
<i>het vriest</i> , it freezes.	<i>het kraakt</i> , it cracks.
<i>het waait</i> , it blows.	<i>het klettert</i> , it patters.
<i>het stormt</i> , it storms.	

b. Physical and Psychical phenomena.

<i>het rookt</i> , it smokes.	<i>mij hongert</i> , I am hungry.
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het tocht, het trekt, it is *mij dunkt,* it looks to me, I
draughty. have the impression.
mij dorst, I am thirsty.

c. *Impersonal phrases.*

<i>het is dag.</i>	it is day(time).
<i>het is vier uur.</i>	it is four o'clock.
<i>het is Paschen.</i>	it is Easter.
<i>het slaat vier.</i>	it strikes four.
<i>het gaat hem goed.</i>	he is faring well, he is prosperous.
<i>het loopt hem tegen.</i>	he is unfortunate.
<i>het is met mij gedaan.</i>	I am done for, it is all over with me.
<i>het kwam tot een vechten.</i>	it came to a fight.
<i>het zingt hier gemakkelijk.</i>	it is easy singing here.
<i>het spreekt hier moeilijk.</i>	it is hard to speak here.
<i>het ontbreekt hem aan moed.</i>	courage fails him.
<i>het faalt hem aan kracht.</i>	strength fails him.
<i>het mangelt hem aan geld.</i>	he is in want of money.
<i>het hapert hem aan kennis.</i>	he does not know enough.
<i>het scheelt hem aan het hart.</i>	his heart is affected.
<i>er wordt geklopt.</i>	somebody is knocking.
<i>er werd gedanst.</i>	they were dancing.
<i>er werd feestgevierd.</i>	they were celebrating.
<i>er wordt geroepen.</i>	somebody is calling.
<i>'s Zondags wordt hier niet verkocht.</i>	closed all day Sunday.
<i>het regende adressen.</i>	a shower of petitions came in.
<i>het hagelde pijlen.</i>	the arrows fell thick.
<i>het sneeuwde bloesems.</i>	the blossoms snowed down.
<i>het spijt mij.</i>	I am sorry, I regret.
<i>het verheugt mij.</i>	I rejoice.

<i>het berouwt mij.</i>	I repent.
<i>het verblijdt mij.</i>	I am glad.
<i>het kwam hem in de gedachten.</i>	it occurred to him.

Rem. The second group of § 74b is limited and is found only in a solemn style, except the expression *mij dunkt*.

§ 75. EXERCISES.

A

1. Waarom wascht U zich? 2. De organist oefent zich op het kerkorgel. 3. Ik herinner mij die vacantie. 4. Ik veroorloof mij deze opmerking. 5. Wij vleien ons met die gedachte. 6. Hij beloofde zich te verbeteren. 7. Waar bevindt zich het eiland Marken? 8. De jongen spande zich voorbeeldig in. 9. De predikant verontwaardigde zich over het gedrag van zijn hoorders. 10. De arme bedelaar verbaasde zich over de mildheid van den rijken heer. 11. Het gordijn bewoog (zich) nauwelijks. 12. De edelman bukte (zich) om het geldstuk op te rapen. 13. De arme moeder beangstigde zich over haar oudsten zoon. 14. De aanbidding beperkte zich tot de professoren. 15. De weg splitste zich in drieën. 16. Dat laat zich gemakkelijk raden. 17. De boter liet zich smaken. 18. Het dondert den geheelen nacht.² 19. Het vroor den geheelen winter.² 20. Het trok in de gang. 21. Het spreekt in deze zaal moeilijk. 22. Het spijt mij, dat hij weggaat. 23. Het hagelde appels. 24. Het regende kersen. 25. Er werd den ganschen avond gerookt.

B

1. The traveller betook himself to the village. 2. The student was bored. 3. The professor was astonished. 4.

² Modifiers of time should be put in the accusative.

The boy was ashamed of his conduct. 5. The fish did not move. 6. The earth revolves around the sun. 7. I got accustomed to his pronunciation. 8. I imagined that he was a prince. 9. The deceiver deceives himself. 10. I can't recall his statement. 11. The rabbit feeds on grass and vegetables. 12. Did you shave already? 13. The word of the prophet has been confirmed. 14. The little store has developed into (*tot*) a big department store. 15. Can you wash yourself? 16. It was thundering and lightening all evening. 17. All summer it was cold. 18. All night it was blowing. 19. I have the impression that you should stay home. 20. It was night; the rain was pattering against the window panes. 21. He lacks courage and knowledge. 22. He is in want of capital. 23. His lungs are affected. 24. Somebody is reading or talking. 25. I am sorry, but I cannot help you. 26. The pears fell from the trees by bushels.

VOCABULARY

<i>waarom</i> , why.	<i>het gezegde</i> , the statement.
<i>de organist</i> , the organist.	<i>het konijn</i> , the rabbit.
<i>het (kerk)orgel</i> , <i>het pijporgel</i> , the pipe organ.	<i>voorbeeldig</i> , exemplary, excellent(ly), to the utmost.
<i>de vacantie</i> , f., the vacation.	<i>het gedrag</i> , the conduct.
<i>de opmerking</i> , f., the remark.	<i>de hoorders</i> , the audience.
<i>de gedachte</i> , f., <i>de idee</i> , f., the thought, the idea.	<i>over</i> , at.
<i>beloven</i> , to promise.	<i>de mildheid</i> , f., the generosity.
<i>het eiland</i> , the island.	<i>rijk</i> , rich.
<i>de aanbidding</i> , f., the offer.	<i>nauwelijks</i> , hardly.
<i>de weg</i> , m., the road.	<i>de edelman</i> , the nobleman.
<i>de richting</i> , f., <i>de weg</i> , m., the way.	<i>het geldstuk</i> , the coin.
	<i>oprapen</i> , to pick up.
	<i>de groente(n)</i> , f., the vege-

<i>in drieën</i> , into three parts.	table(s).
<i>raden</i> , to guess.	<i>reeds</i> , already.
<i>den geheelen nacht</i> , all night.	<i>de profeet</i> , the prophet.
<i>de winter</i> , m., the winter.	<i>de winkel</i> , m., the store.
<i>de gang</i> , f., the hallway.	<i>het warenhuis</i> , the department store.
<i>de gang</i> , m., the gait.	
<i>de zaal</i> , f., the hall.	<i>de zomer</i> , m., the summer.
<i>weggaan</i> , to go away.	<i>de herfst</i> , m., the fall.
<i>de kers</i> , the cherry.	<i>de lente</i> , f., the spring.
<i>de avond</i> , m., the evening.	<i>koud</i> , cold.
<i>zich schamen over</i> , be-	<i>het glas</i> , <i>het vensterglas</i> , <i>de</i>
<i>schaamd zijn over</i> , to be	<i>ruit</i> , f., the window pane.
ashamed of.	<i>het kapitaal</i> , the capital.
<i>de visch</i> , m., the fish.	<i>de long(en)</i> , f., the lung(s).
<i>visch</i> , f., fish (as a material).	<i>praten</i> , to talk.
<i>de aarde</i> , f., the earth.	<i>de peer</i> , f., the pear.
<i>de uitspraak</i> , f., the pronun-	<i>de peren</i> , the pears.
ciation.	<i>van</i> , from.
<i>de vorst</i> , <i>de prins</i> , the prince.	

LESSON XVII

Infinitives and Present Participles

§ 76. In Dutch the infinitive has several uses, which in English require gerunds or participles. It is necessary therefore to devote a chapter to the discussion of both infinitive and present ptc. The *Dutch Infinitive* may be used as follows:

- a. As the subject of a clause.

Werken is geen straf, Het is geen straf te werken, It is
no punishment to work.

*Schaatsenrijden is genoeiglich, Het is genoeiglich schaatsen
te rijden,* Skating is pleasant.

b. As the direct object of a clause.

Hij hoorde schellen. He heard the bell ring(ing).

Hij vergat te betalen. He forgot to pay.

Hij acht liegen sonde. He thinks lying to be sinful.

c. As an adnominal or adjectival modifier.

De te maken opstellen. The papers to be written.

De te behandelen stof. The material to be treated.

Het te vermijden kwaad. The evil to be avoided.

De te schrijven brief. The letter to be written.

De sucht om te behagen. The desire to please.

Het verlangen om te werken. The desire to work.

De hoop hem te zien. The hope to see him.

d. As an adverbial modifier after a preposition.

Alvorens (voor) te kloppen. Before knocking.

Na geklopt te hebben. After having knocked.

Door hard te loopen. By walking fast.

Met te weigeren. With refusing.

Om te leven. (In order) to live.

Ten einde vooruit te komen. In order to get ahead.

Zonder te groeten. Without greeting.

In plaats van te groeten. In stead of greeting.

e. The infinitive without *te* is used after the auxiliaries of the future tense and of mood, after the copulas, and after the verbs *gaan, komen, willen, durven, laten, doen, leeren, helpen, zien, hooren, voelen, vinden, hebben.*

Dat is wandelen. That is walking.

Zij is wandelen. She is taking a walk.

<i>Dat blijft voortgaan.</i>	That keeps on going ahead.
<i>Dat heet liegen.</i>	That is called lying.
<i>De jongen gaat roeien.</i>	The boy goes out rowing.
<i>Hij ging wandelen.</i>	He went out for a walk.
<i>Zij gingen spelevaren.</i>	They went out boating.
<i>Hij ging het vertellen.</i>	He went and told it.
<i>Hij kwam aansnellen.</i>	He came running (up).
<i>Hij wilde mij zien.</i>	He wanted to see me.
<i>Hij durfde mij aanspreken.</i>	He dared to accost me.
<i>Hij liet mij roepen.</i>	He sent for me, He let me call.
<i>Hij liet den kleermaker een jas maken.</i>	He had the tailor make a coat.
<i>Hij liet een jas maken.</i>	He had a coat made.
<i>Hij deed mij zien, dat ik ongelijk had.</i>	He proved to me that I was wrong.
<i>Hij liet mij het huis zien.</i>	He showed me the house.
<i>Dat deed mij naar huis verlangen.</i>	That made me long for home.
<i>Hij leerde mij studeeren.</i>	He taught me to study.
<i>Ik heb leeren studeeren.</i>	I have learned to study.
<i>Hij durft het niet doen.</i>	He does not dare to do it.
<i>Wij hielpen hem dragen.</i>	We helped him carry, We helped in carrying him.
<i>Ik zag hem lezen.</i>	I saw him read(ing).
<i>U hoorde hem praten.</i>	You heard him talk(ing).
<i>Ik voelde de spin kruipen.</i>	I felt the spider creep.
<i>Ik vond hem op den grond liggen.</i>	I found him lying on the ground.
<i>Ik vond hem zitten.</i>	I found him sitting.
<i>U hebt mooi praten.</i>	You may talk all you want.

Rem. 1. Komen may also use the past ptc. after it, e. g. *Hij kwam aangesneld. Hij kwam geloopt.* Sometimes it takes the inf. with *te*, but then it has another meaning, e. g.

Hij kwam het nieuws te weten. He found out the news.
Hij kwam het te hooren. He heard about it.

Rem. 2. **Hebben** may be followed by an inf. with **te**, when used in the same sense as it has in English, cf.

Ik heb nog wat te doen. I still have something to do.
Ik moet nog wat doen. I still have to do something.

Rem. 3. **Laten** may be used in the sense of "to make", as well as in the sense of "to let" and, therefore, the infinitive after it can have either an active or a passive meaning.

Ik liet hem bouwen. I made him build, I let him build.
Ik liet een huis bouwen. I had a house built.

Rem. 4. The same can be said about the infinitive, when it comes after the verbs **zien**, **hooren** and **voelen**.

Ik zag hem overwinnen. I saw him conquer, I saw him conquered.
Ik hoorde hem zingen. I heard him sing.
Ik hoorde een lied zingen. I heard a song sung.

§ 77. Some verbs can take an accusative with inf. construction in English, but not in Dutch.

Ik denk, dat hij schuldig is. I think him to be guilty.
Ik verklaar, dat hij een leugenaar is. I declare him to be a liar.
Ik wensch, dat hij komen zal. I want him to come.
Ik weet, dat hij een goedzak is. I know him to be a good fellow.
Ik voelde, dat hij mijn vijand was. I felt him to be my enemy.

Notice that in all these cases the English accusative is the subject of the inf. If the acc. is the direct object of

the inf., then an acc. with inf. is as well possible in Dutch as in English, e. g.

<i>Hij wenscht mij te zien.</i>	He wants to see me.
<i>Hij begeert mij te hooren.</i>	He desires to hear me.
<i>Hij beproefde mij te straffen.</i>	He tried to punish me.
<i>Hij vergat mij te groeten.</i>	He forgot to say me goodbye.
<i>Hij meende brand te ruiken.</i>	He thought he smelled fire.
<i>Hij verwachtte dat te doen.</i>	He expected to do that.
<i>Hij zwoer mij te helpen.</i>	He swore to help me.
<i>Hij weigerde mij aan te spreken.</i>	He refused to speak to me.
<i>Hij beloofde zijn werk te doen.</i>	He promised to do his work.

Some verbs, meaning to order or to command, may take an inf. with acc. which is the subject of this infinitive.

<i>Hij beval mij te gaan.</i>	He commanded me to go.
<i>Hij gelastte (mij) den brief te schrijven.</i>	He ordered (me) to write the letter.

Others of the same kind cannot take this construction, e. g.—

<i>Hij verlangde, dat ik hem schrijven zou.</i>	He desired that I should write him.
<i>Hij eischte, dat ik komen zou.</i>	He demanded that I should come.

§ 78. As has been remarked, when a verb taking an infin. is used in the perfect the past participle must be replaced by the inf. form of the verb, but with nine verbs either the inf. or the past ptc. may be used. Notice the difference in syntax with the acc.!

<i>Ik heb hem trachten, pogen,</i>	I have tried, sought to per-
<i>soeken te overreden.</i>	suaue him.
<i>Ik heb getracht, gepoogd,</i>	
<i>gezoekt hem te overreden.</i>	
<i>Hij heeft hem begeeren, ver-</i>	He has desired to see him.
<i>langen te sien.</i>	
<i>Hij heeft begeerd, verlangd</i>	
<i>hem te sien.</i>	
<i>Hij heeft dit niet verkiezen</i>	He has not chosen to do this.
<i>te doen.</i>	
<i>Hij heeft niet verkozen dit</i>	
<i>te doen.</i>	
<i>Ik heb hem vreezen te be-</i>	I have feared to offend him.
<i>leedigen.</i>	
<i>Ik heb gevreesd hem te be-</i>	
<i>leedigen.</i>	
<i>Ik had hem meenen, denken</i>	I had meant, intended to help
<i>te helpen.</i>	him.
<i>Ik had gemeend, gedacht</i>	
<i>hem te helpen.</i>	
<i>Hij is beginnen, begonnen</i>	He has begun to work.
<i>te werken.</i>	

§ 79. Four verbs require the inf. with *te* in the present and imperfect tenses, and without *te* in the perfect and plup. tenses.

<i>Hij staat, zit, ligt, loopt te</i>	He stands, sits, lies, (walks),
<i>droomen.</i>	dreaming.
<i>Hij heeft staan, zitten, lig-</i>	He stood, sat, lay, (walked),
<i>gen, loopen droomen.</i>	dreaming.

§ 80. Present participles are formed by adding *d* to the present inf. of the verb, e.g. *staand, sittend*, etc. Present

participles can be used as adjectives. If used predicatively they may also end in *de*, if used attributively they should be treated as such. But in the neuter singular the short form without the mute *e* is preferred to the long form after *het*, *dit* and *dat*.

<i>De man is lijdend(e).</i>	The man is suffering.
<i>De zaak is hangend(e).</i>	The matter is pending.
<i>De vrouw is stervend(e).</i>	The woman is dying.
<i>Brommend(e) gaf hij toe.</i>	Grumbling he gave in.
<i>Waggelend(e) viel de toren.</i>	Tottering the tower fell.
<i>Over de brug gaand(e), zag ik een man zwemmen.</i>	Crossing the bridge I saw a man swim.
<i>De razende Roland was een ridder van Karel den Grooten.</i>	The furious Roland was one of Charlemagne's knights.
<i>Wij zagen den blaffenden hond.</i>	We saw the barking dog.
<i>De lijdende moeder.</i>	The suffering mother.
<i>Het lijdend(e) kind.</i>	The suffering child.
<i>Het uitnemend(e) voorbeeld.</i>	The excellent example.
<i>Dat treffend(e) geval.</i>	That striking case.
<i>Een treffend geval.</i>	A striking case.

Rem. In Dutch we have no progressive form like in English, but the progressive idea can be expressed by the phrases **bezig zijn met** or **aan het.... zijn**.

Hij is bezig met spitten in den tuin. He is spading in the garden.

Het kind was aan 't schreien. The child was crying.

§ 81. EXERCISES.

A

1. Leven is streven.
2. Leven is een voorrecht.
3. Wij

hoorden den hond blaffen. 4. De te leveren opstellen behooren op dien dag gereed te zijn. 5. Het te lezen boek was zeer dik. 6. Het verlangen hem te zien overmeesterde mij. 7. Alvorens den arbeid aan te vangen zullen we een plan maken. 8. Door hard te werken kwam hij aan den kost. 9. Negen uur in de zon te marcheeren, dat is wandelen. 10. De jongens gingen spelevaren en de meisjes gingen raadsels opgeven. 11. De kleine jongen ging het vertellen aan zijn moeder. 12. Hij durfde mij niet onder de oogen komen. 13. De generaal liet de soldaten een loopgraaf maken. 14. De kanonnen lieten zich hooren. 15. Hij liet mij omkomen. 16. De timmerman liet een kast maken. 17. Wij hoorden de dame een lied zingen. 18. Wij vonden den bedelaar op de stoep liggen. 19. Hij kwam van den berg rennen (gerend). 20. Ik heb nog twintig regels te vertalen. 21. Wij zagen een nest bouwen. 22. Wij denken, dat hij onschuldig is. 23. Verklaart U dat te weten? 24. Wenschte U hem te zien? 25. Wist U, dat hij een goedgezak was? 26. De klerk vergat de deur te sluiten. 27. De rijkaard weigerde den armen man te helpen. 28. De koning gebod het paleis te bouwen. 29. Wij hebben hem vergeten te helpen. 30. De generaal heeft getracht al de dappere soldaten te beloonen. 31. Wij hebben begeerd den meester te zien. 32. De bouwmeester heeft naar het plan staan kijken.

B

1. Lying is sinning. 2. Studying is pleasant. 3. The letter to be written should be sent to-morrow. 4. Before closing it you should tell me that it is ready. 5. With refusing you won't gain anything. 6. He went boating with his friend. 7. He thought him to be innocent. 9. I felt him to be my friend. 10. He ordered me to beat the

carpets. 11. He has tried to do his work. 12. Who has seen me standing in the door? 13. Who has desired to tell the truth. 14. The boys have never chosen to do the right thing (*wat goed was*). 15. The bird feared to come to its nest. 16. The writing stenographer saw the creeping fly. 17. We have heard the story of the Furious Roland. 18. Vinegar is a corroding substance. 19. The girl was playing and the boy was reading. 20. The heroic death of *Van Spijck* was a striking example of patriotism. 21. The ploughing horse ate the ripening wheat. 22. The reading public does not mind good books.

VOCABULARY

streven, to strive.

het voorrecht, the privilege.

leveren, to hand in.

gereed, ready.

overmeesteren, to master.

de arbeid, m., the labor.

aantangen, to begin.

aan den kost komen, to earn one's bread.

negen, nine.

de stocp, f., the steps.

de berg, m., the mountain.

rennen, to run, to rush.

twintig, twenty.

de regel, m., the rule.

vertalen, to translate.

het nest, the nest.

onschuldig, innocent.

de klerk, the office-boy, the stenographer.

oplossen, to solve.

het vraagstuk, the problem.

marcheeren, to march.

het raadsel, the riddle.

opgeven, to set.

iemand onder de oogen komen, to show one's face to somebody, to appear before somebody.

de loopgraaf, f., the trench.

het kanon, the cannon.

omkomen, to perish.

de kast, f., the case, cupboard.

kleeden kloppen, to beat carpets.

de waarheid, f., the truth.

nooit, never.

de vogel, m., the bird.

de vlieg, f., the fly.

<i>de winkelbediende</i> , the clerk.	<i>e geschiedenis</i> , f., het verhaal,
<i>de deur</i> , f., the door.	the story.
<i>de rijkard</i> , m., the rich man.	<i>de azijn</i> , m., the vinegar.
<i>het paleis</i> , the palace.	<i>bijten</i> , to corrode.
<i>dapper</i> , brave.	<i>de stof</i> , f., the substance.
<i>beloonen</i> , to reward.	<i>de heldendood</i> , m., the heroic
<i>de meester</i> , the master.	death.
<i>zondigen</i> , to sin.	<i>de vaderlandsliefde</i> , f., <i>het pa-</i>
<i>morgen</i> , to-morrow.	<i>triotisme</i> , the patriotism.
<i>overmorgen</i> , the day after	<i>rijpen</i> , to ripen.
to-morrow.	<i>de tarwe</i> , f., the wheat.
<i>winnen</i> , to gain.	<i>het publick</i> , the public.
<i>niets</i> , not anything.	<i>geven om</i> , to mind.

LESSON XVIII

Answers and Questions; Modifiers of Place, Time, Value; Appositions

§ 82. QUESTIONS AND ANSWERS.

Questions in Dutch are often ended up by the words *wel*, or *niet waar?*

U hebt hem niet gezien, wel? You have not seen him, have you?

U hebt hem gezien, niet waar? You have seen him, have not you?

The expressions are used when the question has the form of a declarative sentence. In Dutch the verb cannot be repeated as is done in English. Neither must the verb be repeated in answers.

Hebt U hem gezien? Have you seen him?

Ik niet. (Ncen.)

I have not. (No.)

Ik wel. (Ja, Jawel.)

I have. (Yes.)

§ 83. ADVERBIAL MODIFIERS of place, time, manner, price, value, weight, quantity are, with a few exceptions, put in the accusative, never in the nominative.

Hij wandelde den berg op.

He walked up the mountain.

Hij wandelde op den berg.

Het walked on the mountain.

Zij liep in de school.

She walked in the school.

Zij liep de school in.

She walked into the school.

De ezel liep van den weg.

The donkey ran off the road.

De ezel liep den weg af.

The donkey ran down the road

*Den hoed in de hand stapte
hij binnen.*

With his hat in his hand he
stepped inside.

*Den zak op den rug aan-
vaardde hij de reis.*

With the bag on his back he
began his journey.

*De ladder onder den arm
klom hij de trap op.*

With the ladder under his arm
he climbed the steps.

*Den ganschen avond zongen
wij.*

The whole evening we sang.

*Den heelen middag spelde
ik.*

The whole afternoon I played.

Dien zomer was ik ziek.

That summer I was sick.

Dese lente ga ik uit.

This spring I am going out.

Dezen winter blijf ik thuis.

This winter I will stay at home

*Hij werkte vijf en een hal-
ven dag.¹*

He worked five and a half
days.

*Het boek kost anderhalven
gulden.*

The book costs a guilder and
a half.

*Ik gaf hem den gulden, dien
het boek kostte.*

I gave him the guilder that the
book cost.

¹ Note the singular in an expression like this after *halve(n)*.

Modifiers of manner may also have a preposition, e. g.

Met den hoed in de hand stapte hij binnen.

§ 84. APPPOSITIONS take the case of the noun to which they belong.

<i>Karel de Groote, de machtige koning der Franken, voerde het leenstelsel in.</i>	Charlemagne, the mighty king of the Franks, introduced the feudal system.
<i>Het nageslacht vereerde Karel den Grooten, den koning der Franken.</i>	Posterity revered Charlemagne, the king of the Franks.

The apposition *de Groote* after *Karel* must be treated as if the adjective were before the noun, as *Groote* is considered to be an adjective and not a noun.

§ 85. A good many adjectives may be used as nouns in the three genders, by putting an article before them.

De arme (m.) heeft geen weelde. The poor have no wealth.

De armen hebben geen weelde.

De arme kwam aan de deur. The poor man came at the door.

The poor woman came at the door.

Wij zagen den arme een aalmoes vragen. We saw the poor man beg for alms.

Wij zagen de arme een aalmoes vragen. We saw the poor woman beg for alms.

As appears from the first example, the singular can be used in a general sense.

Het ware, schoone en goede. The true, the beautiful, and
the good.

Ik zocht het goede voor hem. I sought to promote his in-
terests.

Het schoone bekoort. Beauty is charming.

*Het natuurschoon der Ne-
derlanden is beroemd.* The scenery of the Nether-
lands is famous.

§ 86. EXERCISES.

A

1. De dominee heeft niets afgekondigd, wel? 2. Het Rotsgebergte is schoon, niet waar? 3. Wij renden den heuvel af en het dal in. 4. Het rijtuig reed de laan in en de brug op. 5. Op het huisdak zat een jonge musch met haar moeder. 6. Den hoed over de ooren liep de knaap te zingen. 7. Den stok in de hand sprong hij over de sloot. 8. De hand boven het oog tuurde de visschersvrouw naar den horizon. 9. Den ganschen morgen zat de weduwe te schreien. 10. Den winter van dat jaar gevoelde ik mij ziek. 11. De lange lente van zonneschijn en Meiregen bracht ik op het land door. 12. De week na Paschen kwam hij thuis. 13. Het ritje kostte twee en een halven dollar. 14. Wilhelmina, de koningin der Nederlanden, is geliefd bij haar volk. 15. De bevolking begroette Wilson, den president van de Amerikaansche Republiek. 16. Willem den Derden kroonden de Engelschen tot koning. 17. De rijke heeft veel verantwoording.. 18. De schatten van den rijke maken hem niet gelukkig. 19. Rijken en armen ontmoeten elkander. 20. De rijken behooren de armen te helpen. 21. Wij houden allen van het schoone der natuur. 22. Laat ons het goede van het leven genieten in dankbaarheid.

B

1. The synod has not yet met, has it? 2. The ministers

met in the church, did not they? 3. The beggar climbed down the steps and almost stumbled. 4. The horse ran down the road and into the stable. 5. With his coat under his arm he began his journey. 6. Life is beautiful for the happy, and burdensome for the poor. 7. With his cane in his hand he walked up the steep road. 8. With his hands in his pocket he whistled a gay melody. 9. This spring I will buy a new suit. 10. Next winter I shall go to school. 11. Next year we expect to stay here. 12. The whole fall it was rainy. 13. We like to enjoy the good of life. 14. I promoted his interests during my stay in America. 15. All evening we sang Dutch and American songs. 16. Oberon, the king of the fairies, came to visit the rabbits. 17. We met Roosevelt, the most famous American. 18. The poor you have always with you. 19. We heard the poor man ring the bell. 20. The patient will never recover, she is too weak. 21. We should visit the patient once a week.

VOCABULARY

<i>afkondigen</i> , to announce.	<i>de haas</i> , m., the hare.
<i>het Rotsgebergte</i> , the Rocky Mountains.	<i>het konijn</i> , the rabbit.
<i>rennen</i> , to run, to rush.	<i>beroemdste</i> , most famous.
<i>de heuvel</i> , m., the hill.	<i>jong</i> , young.
<i>het dal</i> , <i>de vallei</i> , f., the valley.	<i>de musch</i> , f., the sparrow.
<i>het rijtuig</i> , the carriage.	<i>het oor</i> , the ear.
<i>de laan</i> , f., the lane.	<i>de stok</i> , the cane, the walking-stick.
<i>de brug</i> , f., the bridge.	<i>de sloot</i> , the ditch.
<i>het huisdak</i> , the house roof.	<i>het oog</i> , the eye.
<i>de weduwe</i> , the widow.	<i>turen (naar)</i> , to gaze (at).
<i>het jaar</i> , the year.	<i>de horizon</i> , m., the horizon.
	<i>de morgen</i> , m., the morning.

<i>zich gevoelen</i> , to feel.	<i>het Gemenebest</i> , the Commonwealth.
<i>de sonneschijn</i> , m., the sunshine.	<i>de Engelschen</i> , the English.
<i>de Meiregen</i> , m., the May rain.	<i>de Engelschman</i> , the Englishman.
<i>doorbrengen</i> , to spend.	<i>de verantwoording</i> , f., the responsibility.
<i>op het land</i> , in the country.	<i>de schat</i> , m., the treasure.
<i>Paschen</i> , Easter.	<i>gelukkig</i> , happy.
<i>het ritje</i> , <i>de rit</i> , m., the ride.	<i>ontmoeten</i> , to meet.
<i>kosten</i> , to cost.	<i>elkander</i> , <i>elkaar</i> , each other.
<i>twee</i> , two.	<i>allen</i> , all.
<i>geliefd</i> , beloved, dear.	<i>den geheelen avond</i> , all evening.
<i>de bevolking</i> , f., the population.	<i>geheel Holland</i> , all Holland.
<i>het volk</i> , the people.	<i>genieten</i> , to enjoy.
<i>de familie</i> , f., the folks.	<i>de dankbaarheid</i> , f., the gratitude.
<i>begroeten</i> , to greet, to welcome.	<i>de synode</i> , f., the synod.
<i>de president</i> , m., the president.	<i>nog niet</i> , not yet.
<i>de presidente</i> , f., the president.	<i>vergaderen</i> , to meet.
<i>de voorzitter</i> , the chairman.	<i>de trap</i> , f., <i>de stoep</i> , f., the steps.
<i>de derde</i> , the third.	<i>bijna</i> , almost.
<i>Amerikaansch</i> , American.	<i>struikelen</i> , to stumble.
<i>de Republiek</i> , the Republic.	<i>de stal</i> , m., the stable.
<i>de zak</i> , m., the pocket, the bag.	<i>de arm</i> , m., the arm.
<i>fluiten</i> , to whistle.	<i>de reis</i> , f., the journey.
<i>vroolijk</i> , gay.	<i>het uitstapje</i> , the trip.
<i>het wijsje</i> , <i>de melodie</i> , f.,	<i>schoon</i> , beautiful.
<i>het deuntje</i> , the melody.	<i>zwaar</i> , burdensome.
	<i>altijd</i> , <i>altoos</i> , <i>steeds</i> , always.

<i>het pak</i> , the suit.	<i>schellen, aan de bel trekken</i> ,
<i>(den) volgende winter</i> ,	to ring the bell.
next winter.	<i>de bel heeft gegaan, de bel is</i>
<i>(het) volgend jaar</i> , next year.	<i>overgegaan</i> , the bell has
<i>denken, verwachten</i> , to ex-	rung.
pect.	<i>de zieke, de patient</i> , the
<i>de herfst</i> , m., the fall.	patient.
<i>regenachtig</i> , rainy.	<i>herstellen</i> , to recover.
<i>des levens, van het leven</i> , of	<i>te</i> , too.
(the) life.	<i>zwak</i> , weak.
<i>gedurende</i> , during.	<i>eenmaal, eens</i> , once.
<i>het verblijf</i> , the stay.	<i>de week</i> , f., the week.
<i>Hollandsch, Nederlandsch</i> ,	<i>eens per week</i> , once a week.
Dutch.	<i>per jaar</i> , per year.
<i>de fee</i> (pl. <i>feeën</i>), f., the	<i>steil</i> , steep.
fairy.	

LESSON XIX

Diminutives

§ 87. One of the richest fields of the Dutch Language is the chapter on diminutives. Diminutives can be formed of every noun and adjective, and thru the great variety of endings can be used in any style. Moreover a diminutive can express three ideas which appear only from the context:

- it expresses smallness.
- it expresses the liking of the speaker.
- it expresses the despal of the speaker.

De bedelaar droeg het aapje op den schouder. The beggar carried the little monkey on his shoulder.

Jantje is een aardig aapje. Johnnie is a little rascal.

Jantje is een guitje.

Onze tegenstander is een onbeduidend kereltje. Our opponent is an insignificant fellow.

§ 88. *a.* The general ending of the diminutives is *je*.

b. The ending is *pje* after *m* when preceded by a long vowel, e. g. *boompje*, little tree.

c. The ending is *tje* after a vowel and after *l*, *n*, *r* and *w*, when preceded by a long vowel, e. g. *maaltje*, little meal; *maantje*, little moon; *aartje*, little ear (of grain), and *nieuwetje*, latest *nieuws*.

d. The ending is *etje* after *l*, *m*, *n*, *r*, or *ng* when preceded by a short vowel, e. g. *balletje*, little ball; *hammetje*, little ham; *tonnetje*, little barrel; *karretje*, little cart; *wangetje*, little cheek. About these formations we should also remark that the final consonant of the original word should be doubled if immediately preceded by a short vowel.

e. Sometimes we find the same ending after *g* when preceded by a short vowel, e. g. *vlaggetje*, little flag; *bruggetje*, little bridge, though also *vlagje* and *brugje* are found.

f. Sometimes, if a long vowel is found in the plural, this long vowel is taken over into the diminutive, e. g. *dagje* or *daagje*, small day; *paadje*, little path; *vaartje*, little barrel; *lootje*, little lot; *slootje*, small locket; *scheeppje*, little ship; but we find also *dakje*, small roof; *stadje*, little town; *smidje*, little blacksmith; *hofje*, little garden, court.

g. If the plural of a noun ends in *ers* and *eren*, there are two plurals for the diminutive, though there is only one singular, e. g. *bladertjes* and *blaadjes*, *ciertjes* and *eitjes*, *kindertjes* and *kindjes*, *kleertjes* and *kleedjes*, *radertjes* and *raadjes*. There is, however, often the same difference be-

tween these plurals as there is between the plurals of the originals.

bladertjes, *blaadjes*, little *kleertjes*, clothes of a child.
leaves.

blaadjes, small pages. *kleedjes*, gowns, scarfs.

h. When the *i* in *ing* is almost mute the ending of the diminutive becomes *-inkje*, e. g. *woninkje*, little home, *harinkje*, small herring. When the *i* in *-ing* sounds more or less full, then the ending of the diminutive becomes *injetje*; e. g. *ringetje*, ringlet; *wandelinjetje*, little walk.

i. The diminutives of *jongen* and *meid* (maid) are resp. *jongetje* and *meisje* (girl).

§ 89. In the Flemish dialect and consequently also in the old version of the Dutch Bible, which was made when the Flemish was still competing with the Holland Dialect for the predominance in the Netherlands, the endings *ke*, *ken*, *kijn*, *skc*, *sken* occur. These endings, natural as they may sound in the Southern Netherlands, and even in the Southern provinces of the Northern Netherlands sound solemn and formal in the provinces North and South Holland, or are only used in a poetical and in a playful style. Cf. *kindekc(n)*, *jongske(n)*, *bockske(n)*.

§ 90. Another antiquated but poetical ending is *-lijn*, still found in *blocmeliijn*, little flower; *oogeliijn*, lit. little eye, now: darling; *maagdeliijn*, maiden; and *Rozaliijn*, lit. little Rosa. Some nouns have choice of diminutives, because all the endings can in turn be used, e. g. *bloempje*, *bloemetje*, *blocmpkc(n)*, *blocmke*, *bloemkc(n)*, *bloemekijn*, *blommckc(n)*, *blomke(n)*, *bloemeliijn*.

§ 91. Some diminutives in course of time got another meaning, or are usually used in a certain meaning.

Baantje, unfavorable expression for position.
bittertje, a glass of bitters.
brodcrtjes or *poffertjes*, fritters.
hofje, court with small houses.
kadetje, roll, (lit. roll for a cadet, i. e. young gentleman).
halletjes, *muisjes*, *theerandjes*, Dutch cookies.
dotje, *hondje*, *schatje*, honey, dearie.
hachje, dim. of *waaghals*, dare-devil.
lieverdje, rascal, naughty boy.
werkje, nice work or awful work (job).
weertje, awful weather.
sommetje, *duitje*, quite a sum.
jaartje, nice year or long year.
maandje, nice month or long month.
weekje, nice week or long week.
dagje, nice day or long day.
uurtje, nice time or long hour.

§ 92. EXERCISES.

A

Form diminutives of the following nouns and adjectives and give their meaning: *lied*, *hof*, *zaag* (saw), *hok* (pen, kennel, little shed), *lap* (piece), *lat* (lath), *koe* (cow), *ui*, (onion), *nieuw*, *stoel*, *steen*, *schuur* (shed, barn), *raam* (window), *tol* (top), *lam*, *ton*, *tang* (pair of pincers), *sprong* (jump), *moeder*, *vader*, *oom*, *tante*, *nicht* (niece or cousin), *neef* (nephew or cousin), *broer*, *sus* or *zuster*, *zon*, *maan*, *ster*, *lamp*, *tafel*, *boek*, *kind*, *huis*, *klein*, *oud*, *lief*, *zwart*, *blauw*, *bruin*, *geel*.

B

1. Het dorpje was gelegen aan een beekje. 2. De studenten leiden een mooi leventje. 3. Het klokje van gehoor-

zaamheid roept: „Naar bed!” 4. Nederland is een mooi landje. 5. Grand Rapids is een aardig stadje. 6. Er stond een klein tafeltje in het midden van het kamertje. 7. Kopjes en schoteltjes zijn onmisbaar voor een huishouden. 8. Het kleintje schreide luid. 9. Het moedertje wiegde haar kindje. 10. Het zwartje trok het karretje. 11. Dat meisje is een blondje. 12. Het was van nacht een weertje! 13. Wij hebben een dagje (daagje) doorgebracht op het land. 14. Het maantje scheen door de boomen. 15. Deze kinderen vormen een aardig paartje. 16. Die jongen is een lieverdje, en zijn broer is een hachje. 17. Het jongske droeg een mand met twee brooden en vijf visschen. 18. Rozalijn was zijn oogelijn. 19. Hier is het woninkje van het elfenkoninkje. 20. In het nestje van het vogeltje lagen vijf ei(er)tjes.

VOCABULARY

<i>het dorp</i> , the village.	<i>wiegen</i> , to cradle.
<i>gelegen aan</i> , situated on.	<i>blond</i> , fair, light.
<i>de beek</i> , f., the brook.	<i>het blondje</i> , the fair girl.
<i>het bed</i> , the bed.	<i>het zwartje</i> , the black horse.
<i>het land</i> , the country.	<i>van nacht</i> , last night.
<i>de stad</i> , f., the town, the city.	<i>van avond</i> , to night.
<i>de tafel</i> , f., the table.	<i>de klok</i> , f., the clock.
<i>het midden</i> , the center.	<i>de gehoorsaamheid</i> , f., the obedience.
<i>de kamer</i> , f., the room.	<i>naar</i> , toward, to.
<i>het kopje</i> , <i>de kop</i> , m., the cup.	<i>vormen</i> , to form.
<i>het schoteltje</i> , the saucer.	<i>aardig</i> , nice.
<i>de schotel</i> , m., the platter.	<i>het paar</i> , the pair, the couple.
<i>onmisbaar</i> , indispensable.	<i>het koppel</i> , the couple (of doves, of cows).
<i>het huishouden</i> , <i>de huis-</i>	

<i>houding</i> , f., the house-	<i>de mand</i> , f., the basket.
hold, the house-keeping,	<i>de elf</i> , the elf, fairy.
the family.	<i>het nest</i> , the nest.
<i>het kleintje</i> , the baby.	<i>het ei</i> , the egg.
<i>luid</i> , loud.	

LESSON XX

Rules for Gender

§ 93. Gender is one of the most difficult phenomena of Dutch grammar. Yet the study of the rules for gender is necessary in order to understand a good many constructions and phrases, in order to know when words like *het*, *dit*, *dat* and *ons* should be used, and in order to know what personal pronoun should be used to indicate a person or a thing. As a general advice we may say that the neuter words are best learned by watching the preceding article or pronoun in vocabularies, exercises and reading lessons, and that the masculine and feminine words are best remembered in connection with a preposition. So we say *het huis*, *het meisje*, *van den dag*, *in de week*. If the student is in doubt whether he should use *de* or *den*, *deze* or *desen*, etc. he should always prefer the form without the *n*, especially since in the province of Holland the final *n* of articles, pronouns and verbs is generally left off in pronunciation. The student, however, should never be careless in respect to the neuter article and pronouns. If he is in doubt about such a word he should avoid it. or use one of the pronouns *mijn*, *sijn*, *uw*, *hun* and *haar* or the article *een*, if possible. Finally we should draw his attention to the fact that a noun may be

of a certain gender both on account of meaning and on account of ending.

§ 94. RULES FOR THE MASCULINE GENDER.

a. Nouns are masculine according to their meaning as follows:

1. Names of male persons and animals, e. g. *burgemeester*, mayor; *stier*, bull; *hengst*, stallion; *kater*, tom-cat. If a separate name for the female is lacking, names of big and strong animals are masculine, e. g. *haai*, shark; *kameel*, and small animals are feminine, e. g. *muis*, mouse; *rat*, rat; *swaluw*, swallow. But *gans*, goose; *raaf*, raven, and *slang*, serpent, are feminine; and *baars*, perch; *nachtegaal*, nightingale; *spreukw*, starling; *vink*, finch; *kikvorsch*, frog; *mol*, mole, are masculine.

2. Names of trees, e. g. *beuk*, beech; *cik*, oak; *iep* or *olm*, elm; *berk*, berch. But *linde*, lindentree and *tamarinde*, tamarind, Indian date, are fem.

3. Names of precious stones when considered as objects, e. g. *de diamant*, *de robijn* (ruby), *de hyacinth*, *de steen*. But if they are names of materials they are neuter, e. g. *het diamant*, *het robijn*, *het kwarts* (quartz), *het hardsteen* (ashler or freestone).

4. Names of months and seasons, e. g. *April*, *zomer*, *herfst*, *winter*. Exceptions are *lentē*, f., and the compounds with *maand* and *jaar*, e. g. *Meimaand* (f.), *voorjaar* (n.) (spring), and *najaar* (n.) (fall). Yet we find the expression '*In de Mei*.'

5. Names of mountains, e. g. *Mont-Blanc*, *Vesuvius*.

6. Names of coins, e. g. *gulden*, guilder; *stuiver*, nickel; *cent*, penny. But *dubbeltje*, ten cents, and *kwartje*, twenty-five cents, are neuter, because they are diminutives.

b. According to their ending nouns are masculine as follows:

1. Names of things, ending in *aar*, *aard*, *erd*, *em*, *sem*, e. g. *lessenaar*, desk; *standaard*, standard; *lommerd*, pawnshop; *adem*, breath; *bloesem*, blossom.

2. Names of things in *lm* and *rm*, e. g. *walm*, steam or smoke; *arm*, arm; *palm*, palmtree or palmbranch; *helm*, helmet; but *palm* meaning measure, abbreviation of *handpalm*; *helm* meaning bent reed-grass, and *uniform*, uniform, are fem.

3. Names of vessels in *cr*, e. g. *logger*, lugger; *kotter*, cutter; *schoener*, schooner.

4. Names of fruits in *oen* and *el*, e. g. *citroen*, lemon; *appel*, apple; *cikel*, acorn.

5. Names of instruments in *el* and *er* when derived from verbs, e. g. *hevel*, siphon; *prikkel*, goad; *gieter*, watering pot; *snuiter*, snuffers. But *griffel*, slate-pencil, and *schoffel*, hoe, are fem. (shovel, *schof*, f.).

6. Words in *ing* and *ling* when they are no names of persons and not derived from a verb, e. g. *haring*, herring; *penning*, penny; *krakeling*, cracknel; *silverling*, silver coin; *honing* or *honig*, honey; but if *haring* is the name of a material it is fem.

7. Bases of verbs if used as names of actions, e. g. *loop*, gait; *val*, fall; *schof*, kick; *stoot*, push; *houw*, cut, stroke; *lach*, laugh; *zucht*, sigh; *schreeuw*, cry. But if these words are used as names of objects, they are fem., e. g. *val*, i. e. *muisenval*, mousetrap; *schof*, shovel; *trap*, flight of stairs, stairway; *gang*, hall, etc.

8. Words in *dom* when they mean a condition, e. g. *ouderdom*, old age; *adeldom*, nobility; *wasdom*, growth; *rijkdom*, richness. But if these words signify collections or

territories they are neuter, e.g. *het menschdom*, mankind; *het engclendom*, the angels; *het godendom*, the heathen deities; *het christendom*, christianity; *het Jodendom*, the Jews; *het hertogdom*, the dukedom; *het vorstendom*, the princedom. *Adeldom*, nobility, and *rijkdom*, riches, are also masc. when they mean collections. *Eigendom* is m. when meaning right of property, neuter when meaning property.

§ 95. RULES FOR THE FEMININE GENDER.

a. On account of their meaning are feminine:

1. Names of female persons and animals, if a separate name exists for the male animals, e.g. *duif* (dove), *geit* (she-goat), and *ooi* (ewe), are fem. because there are the masculines *doffer* (dove), *bok* (he-goat), *ram* (ram).

2. Names of materials, if not neuter, e.g. *klei* (clay), *boter* (butter), *kaas* (cheese), *melk* (milk). But seven names of materials are masculine: *honing* (honey), *nectar*, *room* (cream), *wijn* (wine), *inkt* (ink), *mosterd* (mustard), *azijn* (vinegar). The word *turf* (peat) and some names of fishes are m. when the object is meant, f. when the material is meant. Such are *haring*, *visch*, *paling* (eel); *kabeljauw* (codfish); *schelvisch* (haddock), and *zalm* (salmon).

3. Names of flowers and fruits, e.g. *lelie* (lily), *tulp* (tulip), *abrikoos* (apricot), *perzik* (peach), *peer* (pear), *pruim* (prune). See the exceptions to this rule in § 94b.

4. Names of vessels, except those in *er*, e.g. *bark* (bark), *brik* (brig), *boot* (boat), *sloep* (shallop, light boat), and proper names of ships. Three names of ships are neuter: *fregat* (frigate), *galjoen* (galleon), and *jacht* (yacht).

5. Names of letters, figures, notes and intervals.

6. Names of musical instruments, e. g. *trommel* (drum), *viool* (violin), *vedel* (violin), *fluit* (flute), *klarinet* (clarinet), *gitaar* (guitar), *harp*, *lier* (lyre). But *horen* (horn), *triangel* (triangle), and *doedelsak* (bagpipe) are m. and some f. i., *orgel* (organ) are neuter.

b. According to their form are feminine:

1. Nouns ending in a mute *c* or having ended in a mute *c*, e. g. *genade* (mercy), *koude* (cold), *sonde* (sin), *aarde* (earth), *waarde* (value), *reisc* or *reis* (journey), *hoop* or *hoop* (hope), *ruste* or *rust* (rest). But *vrede* (peace) is m. and *einde* or *eind* (end) is n.

2. Nouns ending in *te* and formed from adjectives, e. g. *lengte* (length), *breedte* (breadth), *wijdte* (width), *verte* (distance), *hoogte* (height), *duurte* (dearth).

3. Nouns in *heid* and *nis*, e. g. *goedheid* (goodness), *waarheid* (truth), *bekentenis* (confession), *droefenis* (sorrow). *Loonis* (sentence) is n. and *getuigenis* is n. when it means testimonial, but f. when it means testimony.

4. Nouns in *ing* and *st* when derived from verbs, e. g. *wandeling* (walk), *herdenking* (commemoration), *verfraaiing* (embellishment), *kunst* (art), *gunst* (favor), *winst* (gain, profit). But m. are *diens* (service) and *last* (load).

5. Nouns in *schap* when they mean a condition or a collection, e. g. *riendschap* (friendship), *vijandschap* (enmity), *gramschap* (wrath), *de burgerschap* (the citizenry), *de priesterschap* (the priests as a body). But words in *schap* meaning an office or a territory are n., e. g. *het vaderschap* (fatherhood), *het burgemeesterschap* (mayor's office), *het graafschap* (county), *het landschap* (landscape). Neuter are also *het gezantschap* (the embassy), *het genootschap* (society, company), *het gereedschap* (tools), *het gezelschap* (company).

6. Words with the foreign suffixes *age*, *ij*, *ei*, *ie*, *iek*, *tei* and the Dutch suffixes *ic* and *uw*, e. g. *stellage* (scaffolding), *plantage* (plantation), *batterij* (battery), *schilderij* (painting), *karwei* (job), *pastei* (pie), *harmonie* (harmony), *melodie* (melody), *besie* (berry), *fabriek* (manufactory), *muziek* (music), *majesteit* (majesty), *societeit* (society, clubhouse), *schaduw* (shadow), *zenuw* (nerve). But *bosschage* (small woods), and *personage* (person) are n. *Schilderij* may be used n. in common conversation. *Concilie* (council) and *evangelie* (gospel) are n. *Genie* is n. when it means genius, talent, but f. when it means the royal engineers.

§ 96. RULES FOR THE NEUTER GENDER.

a. On account of their meaning are neuter:

1. Names of animals which indicate the whole genus, if a separate name exists for the male and the female, e. g. *rund* (cattle), *hoen* (chicken), *schaap* (sheep), *paard* (horse), *zwijn* (swine), which are found next to *stier* and *koe*, *haan* (rooster) and *hen*, *ram* and *ooi*, *hengst* and *merrie* (mare), *beer* (boar) and *zeug* (sow).

2. Names for the young of animals, e. g. *lam* (lamb), *kalf* (calf), *veulen* (colt), *kuiken* (little chicken).

3. A good many names of materials, e. g. *goud*, *ijzer*, *koper* (copper), *sout* (salt).

4. Names of countries, provinces, cities and villages, e. g. *het machtig Amsterdam*, the mighty Amsterdam.

5. Most collective nouns, e. g. *bosch* (wood), *woud* (forest), *heir* (pron. *heer*, army), *leger* (army), *paar*, *dozijn* (dozen), *gros* (gross), *honderd* (hundred).

6. All diminutives except the antiquated ones in *el* which take the same gender as their rootwords, e. g. *eikel*

(acorn), *droppe* (drop), *knokkel* (knuckle) are m., but *kruimel* (crumb), *masel* (measle), *pukkel* (pimple) and *trommel* (drum) are f.

7. Some nouns when used to express disdain, e. g. *heer*, *mensch*, *manspersoon*, *vrouwspersoon*, *vrouwmensch*.

b. On account of their form are neuter:

1. Words in *dom* when they mean a territory or collection.

2. Words in *schap* when they mean a territory and an office.

3. Words in *sel*, e. g. *haksel* (chopped straw), *blauw-sel* (bluing), *schepsel* (creature), except *stijfsel*, f. (starch),

4. Collective nouns with the prefix *ge*, e. g. *geboomte* (trees), *gebladerte* (foliage), *gevogelte* (birds), *gebroed* (breed, brood), *gepeupel* (mob), *gevolg* (train).

5. Nouns consisting of the base of a verb preceded by one of the prefixes *be*, *ge*, *ont* and *ver* or by an adverb, e. g. *begrip* (concept), *geloof* (belief), *ontzag* (awe, respect), *verwijt* (reproach), *onderhoud* (sustenance), *overleg* (caution), *misbruik* (abuse), *geloop* (walking), *gedraaf* (trotting), *gejuich* (shouting).

6. All words which, without being nouns are used as such, e. g. *het leven* (life), *het eten* (eating, meal), *het goede* (the good things), *het kwade* (evil), *het hoe* (the how), *het waarom* (the why), *het hoeveel* (the how much).

§ 97. A good many words may have two genders if they can denote both male and female persons, e. g. *erfgenaam* (heir), *gadc* (husband or wife), *gast* (guest), *getuige* (witness), *gids* (guide), *wees* (orphan), *lieveling* (darling), *leerling* (pupil). Sometimes the feminine word

may add an *e*, e. g. *echtgenoot*, *weesc*, *erfgename*, *lverlinge*, *studente*, *verecmdeling* (stranger).

§ 98. Other words have two or three genders according to their meaning. We shall enumerate a few of these:

Fortuin, f., as goddess of fortune; n. as wealth.

hof, m., as garden; n. as court.

kant, m., as border; f. as lace.

maal, n. as meal; f. or n. as turn; f. as bag.

muil, m. as mouth, mule or muzzle; f. as slipper.

patron, m. as patron, boss; n. as pattern.

Schrift, f. as Scripture; n. as writing or note-book.

sneeuw, f. as snow; n. as snowwhite.

stof, f. as material; n. as dust.

vlek, *vlak*, f. as spot; n. as hamlet.

want, f. as mitten; n. as rigging.

§ 99. EXERCISES.

A

Give meaning and gender (with the rule if possible) of the following words: *kater*, *kat*, *haai*, *olifant*, *muis*, *raaf*, *mol*, *beuk*, *berk*, *linde*, *robijn*, *kwarts*, *zomer*, *Vesuvius*, *gulden*, *dubbeltje*, *lessenaar*, *adem*, *arm*, *helm*, *kotter*, *cikel*, *hevel*, *griffel*, *schoffel*, *haring*, *honing*, *loop*, *schop*, *val*, *zucht*, *schreeuw*, *trap*, *ouderdom*, *wasdom*, *adeldom*, *menschedom*, *Jodendom*, *rijkdom*, *eigendom*, *doffer*, *duif*, *bok*, *geit*, *ram*, *ooi*, *schaap*, *klei*, *boter*, *kaas*, *ijzer*, *goud*, *hout*, *room*, *mosterd*, *turf*, *salm*, *paling*, *lelie*, *peer*, *pruim*, *roos*, *bark*, *sloep*, *jacht*, *viool*, *orgel*, *piano*, *vijs*, *gitaar*, *genade*, *reis*, *rust*, *einde*, *lengte*, *verte*, *waarheid*, *droefenis*, *wandeling*, *vrede*, *kunst*, *dienst*, *last*, *winst*, *riendschap*, *burgmeesterschap*, *priesterschap*, *gramschap*, *graafschap*, *landschap*, *gerced-*

schap, gezelschap, plantage, batterij, karwei, muziek, schaduw, schilderij, evangelie, genie, rund, zwijn, beer, zeug, kalf, kuiken, zout, azijn, bosch, paar, leger, droppel, kruimel, trommel, mensch, schepsel, begrip, gedraaf, misbruik, leeren, waarom, leerling, erfgenaam, wees, student.

B

1. De muis hielp den leeuw, door het net stuk te knagen. 2. De schaduw van de linde wordt begeerd. 3. In den winter rijden wij schaatsen. 4. In de lente wordt alles groen. 5. De liefde voor den dollar bedriegt velen. 6. Op den lessenaar lag een boek. 7. Hij bracht het horloge naar den lommerd. 8. Op het duin groeit het helm. 9. De kam van den helm is van nikkel. 10. De tuinman gebruikt den giet-ter en de schoffel. 11. De muis zat in de val. 12. Na den val van Rome werd West-Europa een tooneel van anarchie. 13. De werkmanschepte de kolen met de schop. 14. Laat ons ons voegen naar den gang van het werk. 15. De jongen wachtte in de gang van het huis. 16. Het christendom en het Jodendom schijnen onverzoenlijk. 17. Wij hebben den eigendom van dit huis. 18. Dit huis is ons eigendom. 19. De melk is zuur en de room is zuur. 20. Hij doopte de pen in den inkt en den vinger in den azijn. 21. Wij aten de fijnste zalm. 22. Wij aten de(n) zalm, gevangen door den visscher. 23. Hij bespeelt de piano en den triangel. 24. Aan het einde van de reis vond hij den verloren broeder. 25. In de goedheid van zijn hart had hij hem geholpen.

C

1. The judge pronounced the sentence. 2. In the testimony of my friend was nothing but the truth. 3. We took the intended walk. 4. The merchant took the load off the donkey. 5. The citizenry honored the mayor's office. 6.

Where are our tools? 7. He spent the evening in the company of his friends. 8. The painting had been painted by Rembrandt. 9. We were sitting in the shade of the tree. 10. Did you hear about the council of Trente? 11. Paul spread the gospel. 12. The colt and the calf ran after the cattle. 13. The mighty country of America is rich in opportunities. 14. This acorn the boy found in the wood. 15. That (fine) gentleman deceived my father. 16. All the birds sang their songs. 17. We could hear the shouting of the mob. 18. The prince greeted his consort. 19. She is a good pupil. 20. Fortune smiled at him. 21. The fortune of his brother was soon spent. 22. The girls were sitting at the border of the road. 23. He admired the lace of her waist. 24. The sailor climbed into the top of the rigging. 25. This mitten is made of a costly material. 26. We sailed to the Netherlands in the Rotterdam.

VOCABULARY

<i>stuk knagen</i> , to gnaw to pieces.	<i>bespelen</i> , play (on).
<i>de liefde</i> , f., love.	<i>uitspreken</i> , to pronounce.
<i>veelen</i> , many.	<i>de rechter</i> , the judge.
<i>de kam</i> , m., the crest, comb.	<i>niets dan</i> , nothing but.
<i>de tuinman</i> , the gardener.	<i>voorgenomen</i> , intended.
<i>het tooneel</i> , the scene.	<i>een wandeling doen</i> , to take a walk.
<i>de anarchie</i> , the anarchy.	<i>schilderen</i> , to paint.
<i>de kolen</i> , f., the coal.	<i>de schaduw</i> , the shadow, the shade.
<i>scheppen</i> , to shovel.	<i>hooren van</i> , to hear about.
<i>zich voegen naar</i> , to comply with.	<i>verspreiden</i> , to spread.
<i>de gang</i> , m., the gait, the course.	<i>de kans</i> , <i>de gelukskans</i> , the opportunity.

onverzoenlijk, irreconcilable. *de gade*, f., the wife, the consort.
zuur, sour.

doopen, to dip, to baptize. *toelachen*, to smile at.

de vinger, m., the finger. *de blouse*, f., the waist.

fijn, fine. *de top*, m., the top.

fijnste, finest. *kostbaar*, costly.

gevangen, caught.

NOTE. To make it easier to remember the rules for the masculine and feminine genders, the following lines may help the pupil:

I.

Een *man*, een *boom*, een *berg*, een *steen*,

Munt, *maand* en *jaargetij* (min één)

Zijn manlijk, moet je weten.

Als 'k *vrouwen*, *stoffen*, *vrucht* en *bloem*,

Of *schepen*, *letters*, *cijfers* noem,

Wordt 't vrouwelijk geheeten.

II.

Ook manlijk zijn op *el*, *er*, *em*,

Op *aard* en *erd*, *lm*, *rm*,

En *korte werkingsnamen*;

Met *aar* en *ier*, op *dom* en *ling*,

Is 't meestal ook een manlijk ding;

Onthoudt dit goed te zamen.

III.

Maar 't vrouwlijk toont ons *nis* en *heid*,

Ing van een werkwoord afgeleid,

En *st* met 't toonloos *e-tje*,

Ie, *teit* en *age*, *ci*, *schap*, *iek*,

Uw, *ij* en alles bij muziek,

Dat zijn de regels, weet je!

LESSON XXI

Degrees of Comparison

§ 100. The adjectives form their comparative as a rule by adding *er* and their superlative by adding *st* to the positive degree.

groot, grooter, grootst, big, great.

laag, lager, laagst, low.

duur, duurder, duurst, dear, expensive.

zwaar, zwaarder, zwaarst, heavy.

valsch, valscher, valscht, false.

malsch, malscher, malscht, tender.

wijs, wijzer, wijst, wise.

braaf, braver, braafst, brave, good.

laf, laffer, lafst, cowardly.

dik, dikker, dikst, thick.

vast, vaster, meest vast, fixed, sure.

blij(de), blij(d)er, blijst, glad.

moe(de), moe(d)er, moe(i)st, tired.

From the above exx. we may notice that the comparative adds *der*, whenever the positive ends in *r*, that final *s* and *f* when a long vowel precedes are changed into *z* and *v*, and that the final consonant of the positive should be doubled, if preceded by a short vowel. If the positive ends in *s* or *sch* the superlative adds only *t*, and if in *st* the superlative is formed by means of the adverb *meest*.

§ 101. Some adjectives and adverbs have irregular comparatives and superlatives.

goed, veel, beter, best, good, well, etc.

slecht, kwaad, erger, ergst, bad, worse, worst.

kwaad, kwader, kwaadst, angry, etc.

slecht, slechter, slechtst, perverse, etc.

erg, erger, ergst, very, etc.

veel, meer, meest, much, many, etc.

weinig, gering, minder, geringer, minst, geringst, few, small, etc.

gaarne, graag, liever, grager, liefst, graagst, fain, etc.

vroeg, eer, vlug, eerder, eerst, early, soon, quick, etc.

vroeg, vroeger, vroegst, early, etc.

vlug, vlugger, vlugst, quick, etc.

§ 102. Any adjective or adverb can form its degrees according to the exx. in § 100. No number of syllables or character of endings is in its way. The only two things that might prevent the formation of the degrees are the meaning of the adjective or adverb and the lack of euphony of the new forms. The superlative degree of the adjective or adverb is sometimes preceded by the word *aller*, e. g.

Hij is mijn allerbeste vriend. He is the best friend I have.

Hij schrijft het allermooist. He writes nicest of all.

De Allerhoogste. The Most high.

If the preposition *het* is omitted before the superl. degree of the adverb, this receives a more or less absolute meaning, e. g.

Hij schrijft allermooist. He writes most beautifully.

Hij teekent alleraardigst. He draws most nicely.

If the superlative degree of the adjective is used predicatively we must distinguish whether the quality of the same subject is compared under different circumstances, or whether two substances are compared with respect to the same quality, e. g.

De Rijn is het breedst bij Arnhem. The Rhine is broadest by Arnhem.

De Rijn en de Maas zijn twee breede rivieren, doch de Rijn is de breedste van de twee. The Rhine and the Meuse are two broad rivers, but the Rhine is the broader of the two.

From the last example it also appears that we use not the comp., but the sup., if we compare two objects in respect to the same quality.

If the sup. of the adverb is not preceded by *aller* the preposition *het* (cf. English *at*) must always precede, e. g.

Des morgens werk ik het hardst. In the morning I work hardest.

If two qualities of the same person are compared we use in Dutch the adverb *meer* just like in English, e. g.

Die jongen is meer lui dan dom. That boy is more lazy than stupid.

§ 103. We should also draw the attention of the student to some idiomatic superlatives which use the possessive pronoun.

Die man is 's avonds op zijn vroolijkst. That man is happiest at night.

De zieke is 's middags op haar best. The patient feels best in the afternoon.

De vloed was nu op zijn hoogst. The flood was now highest.

Je was gisteren op je deftigst. Yesterday your appearance was gravest.

Ik ben 's morgens op mijn best. I feel best in the morning.

<i>Gij zijt 's morgens op zijn best.</i>	You feel best in the morning.
<i>Gij zijt 's morgens op uw best.</i>	You make the best impression, you are doing the best work in the morning.
<i>Met een vulpen schrijf ik op zijn mooist.</i>	With a fountain pen I write nicest of all.
<i>Met een vulpen schrijf ik het gemakkelijkst.</i>	With a fountain pen I write most easily (of all).
<i>Het duurt op zijn langst, op zijn hoogst tien minuten.</i>	Longest of all it will last ten minutes.
<i>Hij komt op zijn vroegst (laatst) om vier uur.</i>	At the earliest (latest) he will come at 4 o'clock.

§ 104. In connection with the degrees of comparison of the adverbs we should remark that an adverb is *never* put between the subject and the conjugated part of the verb.

<i>Hij schrijft mooi.</i>	He writes nicely.
<i>Hij heeft mooi geschreven.</i>	He has written nicely.
<i>Hij schrijft den brief mooi.</i>	He writes the letter nice.
<i>Hij heeft den brief mooi geschreven.</i>	He wrote the letter nice.
<i>Hij heeft gisteren mooier geschreven.</i>	He wrote nicer yesterday.
<i>Hij heeft thuis mooier geschreven.</i>	He wrote nicer at home.
<i>Hij heeft den brief gisteren in school mooier geschreven.</i>	He wrote the letter nicer in school yesterday.

From these exx. it appears that an adverb is placed as closely to the verb it modifies as possible. In the simple tenses it follows the verb, in the compound tenses it comes

before the past participle or the infinitive, which are at the end of the clause, according to the rule which we studied already.

§ 105. EXERCISES.

A

1. De zwaarste sigaren rooken het langst. 2. De laagste huizen zijn de leelijkste. 3. Het huis is het leelijkst, als men het van achteren beziet. 4. Salomo was de wijste koning. 5. Karel de Groote was langer dan zijn hovelingen en ridders. 6. De malschte klaver groeit op de vochtigste plaatsen. 7. Op het zand is het gras taaier en dikker dan op de klei. 8. Hij is even(zoo) groot als mijn broer. 9. De meisjes zijn niet zoo knap als de jongens, doch ze hebben een beter geheugen. 10. Na die wandeling was ik het moest. 11. De meeste menschen houden meer van rust, dan van drukte. 12. Van wie(n) houdt gij het meest? 13. De minste inspanning werd op prijs gesteld. 14. Hij heeft zich allernaarst gedragen. 15. Wie heeft dat aquarel zoo alleraardigst geteekend? 16. De student is het knapst vóór het examen. 17. Jan was de knapste van de klas. 18. In de vacantie is hij op zijn vroolijkst.

B

1. The arrows fell thickest where I stood. 2. This king was the wisest of antiquity. 3. This meat is tenderer than that of yesterday. 4. The most fixed poles carry best of all. 5. This girl was-happiest of all. 6. This boy was happiest when his mother was with him. 7. It is better to give than to borrow. 8. I would rather (*zou liever*) go home. 9. You had better tell him how you feel. 10. You came sooner than I expected. 11. This dog is the angriest of the three. 12. He was hit most badly under the arm.

13. She is a most charming sister and he a most polite brother. 14. The school is broadest in front. 15. This school is the broadest of all the buildings in the street. 16. My mother feels best in the morning. 17. This man makes the best impression when he is dressed up.

VOCABULARY

<i>de sigaar</i> , f., the cigar.	<i>de klaver</i> , f., the clover.
<i>rooken</i> , to smoke.	<i>vochtig</i> , moist.
<i>leelijk</i> , plain.	<i>de plaats</i> , f., the place.
<i>de ridder</i> , the knight.	<i>het zand</i> , the sand.
<i>taai</i> , tough.	<i>de paal</i> , m., the pole.
<i>even</i> (<i>zoo</i>), as.	<i>dragen</i> , to carry.
<i>het geheugen</i> , the memory.	<i>van achter</i> (<i>en</i>), at the back.
<i>knap</i> , clever, pretty.	<i>van voor</i> (<i>voren</i>), in front.
<i>de mensch</i> , man.	<i>de hoveling</i> , the courtier.
<i>de drukte</i> , f., the noise.	<i>bij hem</i> , with him.
<i>wien</i> , whom.	<i>leenen</i> , to borrow, to lend.
<i>de inspanning</i> , the exertion.	<i>moest liever</i> , had better.
<i>op prijs stellen</i> , to appreciate.	<i>zou liever</i> , would rather.
<i>naar</i> , miserable.	<i>verwachten</i> , to expect.
<i>het aqua-rel, de waterverf-</i> <i>(teekening)</i> , f., the water-	<i>bekoorlijk</i> , charming.
<i>color.</i>	<i>wellevend, beleefd</i> , polite.
<i>dicht, dik</i> , thick.	<i>het gebouw</i> , the building.
<i>waar</i> , where.	<i>de straat</i> , f., the street.
<i>de oudheid</i> , antiquity.	<i>de morgen</i> , m., the morning.
<i>het vleesch</i> , the meat.	<i>zich netjes aankleeden</i> , to dress up.

LESSON XXII

Personal and Interrogative Pronouns

§ 106. In respect to the personal pronouns of the third person it should be borne in mind that in Dutch often the masculine or feminine pronouns are used where the neuter pronouns occur in English. For a correct use of these pronouns, therefore, the knowledge of the rules of gender are necessary. *Tafel* e. g. is f. and a Dutchman indicates it by the pronoun *sij* or *ze*. *Boom* is m. and he indicates it by the pronoun *hij* or *ie*. *Paard* is n. and he indicates it by the pronoun *het* or *'t*. In the plural accusative the pronoun *ze* is used in conversation and in informal language. But in formal language we should distinguish between the m. and n. *hen* and the f. *haar*.

Moreover there is a difference between emphatic and unemphatic forms in Dutch which ought to be well understood in order to avoid stiffness of style. Even if a Dutchman writes: *Waar is hij?*, he won't pronounce *hij* as *hij* unless it should be emphatic. But, if unemphatic, he pronounces, and often writes: *Waar is ic?* The same may be said about *gij* and *ge*, *jij* and *je*, *sij* and *ze*, *jou* and *je*, *wij* and *we*. *Het* is generally pronounced and often written *'t*. *Ik* has for its unemphatic form *'k*, but is pronounced with the short *i*-sound at the beginning of a clause only, e. g. *Dat heb ik niet gezien* should when the pronoun is not emphatic be pronounced *Dat heb 'k niet gezien*.

Now we shall give the nom. and acc. forms of the personal pronouns.

Singular		Plural	
Nom.	Acc.	Nom.	Acc.
1. <i>Ik</i> ('k) <i>Mij</i> (Me).		1. <i>Wij</i> (we). <i>Ons</i> .	
2. <i>Gij</i> (ge). <i>U</i>		2. <i>Gij</i> (ge). <i>U</i> .	
<i>U</i>	<i>U</i>	<i>U</i> .	<i>U</i> .
<i>Jij</i> (je). <i>Jou</i> (je).		<i>Jullie</i> .	<i>Jullie</i> .
3. M. <i>Hij</i> (ie). <i>Hem</i> ('m).		3. <i>Zij</i> (Ze). <i>Hen</i> (Ze).	
F. <i>Zij</i> (ze). <i>Haar</i> ('r or d'r).		<i>Zij</i> (Ze). <i>Haar</i> (Ze).	
N. <i>Het</i> ('t). <i>Het</i> ('t).		<i>Zij</i> (Ze). <i>Hen</i> (Ze).	

§ 107. The Interrogative Pronouns are *wie* and *wat*, the first being used for persons, the second for things. In the accusative singular masc. the pronoun *wie* becomes *wien*, in the fem. it remains unchanged. The interr. adj. is *welke* or *welk*. *Welk* in the masc. sing. asks for the kind and should be translated by *what*. *Welke* asks for the name and should be translated by *which*. *Wat* is also used as an adjective in all three genders and in both numbers. In that case it means *what kind of* and may be followed by the word *voor* in Dutch.

Study the following exx.:

<i>Wie is daar?</i>	Who is there?
<i>Wie(n) hebt gij gezien?</i>	Whom did you see?
<i>Welke man komt hier vaak?</i>	Which man comes here often?
<i>Welk groot man ceren wij niet!</i>	What great man do we not honor!
<i>Welk vorst slaapt den nacht vóór zijn kroning?</i>	What prince sleeps the night before his coronation?
<i>Welken koning bedoelt U?</i>	Which king do you mean?
<i>Welke stad hebt gij gezien?</i>	What (which) city did you see?
<i>Welk paard liep daar?</i>	What (which) horse ran there?

Wat (voor) stad hebt gij What city did you see?
gezien?

Wat (voor) paard liep daar? What horse ran there?

Wat (voor) menschen loopen daar? What kind of people are walking there?

We shall now give the scheme for declension:

	M. S.	F. S.	N. S.	Plural
Nom.	<i>wie</i>	<i>wie</i>	<i>wat</i>	<i>wie</i>
Acc.	<i>wien</i>	<i>wie</i>	<i>wat</i>	<i>wie</i>
Nom.	<i>welk(e)</i>	<i>welke</i>	<i>welk</i>	<i>welke</i>
Acc.	<i>welk(en)</i>	<i>welke</i>	<i>welk</i>	<i>welke</i>

§ 108. Instead of the pronoun *wat* preceded by a preposition we use in Dutch an adverb consisting of the word *waar* and the corresponding *adverb*, e. g. *waarvan*, of what; *waartoe*, to what; *waarmee*, with what; *waarop*, on what; *waarin*, in what; *waaruit*, out of what; *waardoor*, on account of what, etc.

Waarvan spreekt U?

Of what do you speak?

Waarop zit U?

On what are you sitting?

Waaruit drinkt U?

Out of what do you drink?

Waarin stelt U belang?

In what are you interested?

Waar aan denk je?

Of what do you think?

Rem. From the last ex. it appears that the prep. in Dutch is not always the same as in English, if the prep. always goes with the verb.

§ 109. EXERCISES.

A

1. Wie is de eerste jongen van deze klas? 2. Wie zijn de beste burgers? 3. Wien heb ik beleedigd? 4. Wie beminnen de leden van het huisgezin het meest? 5. Welk

groot vorst zou zoo iets doen? 6. Welke vorst heeft Napoleon den Derden verslagen? 7. Waarmee speelt gij? 8. Waarin stelt uw broer belang? 9. Wat (voor) boek heb je daar? 10. Wat (voor) pennen schrijven het best? 11. Welke kast is de linnenkast? 12. Welke klok tikt het aangenaamst? 13. Zooals het klokje thuis tikt, tikt het nergens. 14. Wie van U heeft het portret gezien? 15. Hij heeft het gezien. 16. Waar is de schilderij? 17. Ze hangt aan den wand. 18. Waar gaat die koffer heen? 19. Hij gaat naar Chicago? 20. Wie zou 'm willen helpen? 21. Jullie moest(en) het doen.

B

1. What can I do? 2. Whom must you believe? 3. Which girls had been punished? 4. Which knife does he prefer? 5. What good king suppresses his people? 6. Which king was richer than any one before him? 7. In what does instruction consist? 8. With what do you cut bread? 9. What kind of boys go to college? 10. Where is that knife? 11. It is on the table. 12. Which table do you mean? 13. I mean the one in the frontroom. 14. It is square and brown. 15. Where is the clock? 16. It is on the bookcase. 17. Where can I find the tree? 18. It is back of the barn. 19. I cannot see it. 20. It has a broad crown.

VOCABULARY

eerste, first.

derde, third.

de klas, f., the class.

de burger, the citizen.

beledigen, to offend.

beminnen, to love.

het lid, the member.

aangenaam, pleasant.

zooals, as.

nergens, nowhere.

het portret, the picture.

de wand, m., the wall.

de koffer, m., the trunk.

waarheen, where.

<i>de leden</i> , the members.	<i>straffen</i> , to punish.
<i>het huisgezin</i> , the family.	<i>het mes</i> , the knife.
<i>de vorst</i> , the prince.	<i>iemand</i> , any one.
<i>zou doen</i> , would do.	<i>het onderwijs</i> , the instruction.
<i>zoo iets</i> , such a thing.	<i>bestaan in</i> , to consist in.
<i>verslaan</i> , to defeat.	<i>het brood</i> , the (loaf of) bread
<i>spelen</i> , to play.	<i>bedoelen</i> , <i>meen</i> , to mean.
<i>de pen</i> , f., the pen.	<i>de voorkamer</i> , the frontroom.
<i>de kast</i> , f., the cupboard,	<i>vierkant</i> , square.
the closet.	<i>bruin</i> , brown.
<i>de klee(en)kast</i> , the ward-	<i>achter</i> , back of.
robe.	<i>de schuur</i> , f., the barn.
<i>de boekenkast</i> , the bookcase.	<i>breed</i> , broad.
<i>de linnenkast</i> , the linenpress.	<i>de kruin</i> , m., <i>de kroon</i> , m.,
<i>de klok</i> , f., the clock.	the crown.

LESSON XXIII

Relative Pronouns

§ 110. The relative pronouns are *die* (*dat*), *welke*, *wat* and *hetgeen*. *Die* and *welke* are pronouns referring to nouns, *welke* may also be used when the antecedent is a whole sentence. Study the following exx.

<i>De man, die mij kent</i> , or	The man, who knows me.
<i>De man, welke mij kent.</i>	
<i>De man, dien ik ken</i> , or	The man, whom I know.
<i>De man, welken ik ken.</i>	
<i>De man, aan wien ik denk.</i>	The man of whom I think.
<i>De boom, waaraan ik denk.</i>	The tree about which I think.
<i>De vrouw, die mij kent</i> , or	The woman who knows me.

De vrouw, welke mij kent.

De vrouw, die ik ken, or

The woman whom I know.

De vrouw, welke ik ken.

De vrouw, bij wie gij eet.

The woman by whom you eat.

De tafel, waaraan gij zit.

The table by which you are sitting.

Het kind, dat ik zie.

The child I see.

Het kind, dat mij ziet, or

The child which sees me.

Het kind, hetwelk mij ziet.

Het kind, waaraan ik iets

The child to whom I give something.

geef.

Rem. 1. *Welke* and *hetwelk* are more formal than *die* and *dat*, and not used in conversation, except for the sake of clearness.

Rem. 2. The neuter relative pronoun is not *welk*, but *hetwelk*.

Rem. 3. The *d* of the relative pronouns *dien* and *die* changes into *w* after a preposition.

Rem. 4. The relative pronoun should be replaced by the adverbs *waaraan*, *waarop*, *waaruit*, etc. if the antecedent is the name of a thing and a prep. before the relative pronoun is used (cf. § 115).

Rem. 5. In the neuter these adverbs are even used when the antecedent is the name of a person.

Rem. 6. The relative pronoun may never be omitted at the head of a relative clause.

Rem. 7. The relative pronoun agrees with its antecedent in gender and number, but its case depends on its construction in the clause which it introduces.

Rem. 8. All relative clauses—like all dependent clauses in Dutch—are set off by commas.

§ 111. After *alles* and *datgene* the rel. pron. *dat* is for euphony's sake *wat* in Dutch, e. g.

Alles, wat ik gezien heb.

All that I saw.

(Datgene,) wat ik gezien heb.

That which I saw.

cf. *Allen, die ik gezien heb.*

All whom I saw.

§ 112. Here follow some clauses in which the relative adjective *welke* is used.

Wij lasen Lucifer, welk drama Vondel's meesterwerk is. We read Lucifer, which drama is Vondel's masterpiece.

Er lagen tollcn, zweepen, fluitjes en tal van andere dingen, welk spelgoed altemaal voor den kerstboom bestemd was. There were tops, whips, whistles and a number of other things, which playthings were all meant for the Christmas tree.

Hij is wat driftig, welk gebrek hij moet zien te overwinnen. He is somewhat passionate, which fault he should try to conquer.

Rem. From the exx. in the last three sections we may draw the conclusion that in a dependent clause the conjugated part of the verb comes at the end, except where two or more infinitives or a ptc. and an infin. are used in succession. Sometimes the order of infinitive (or participle) and conjugated part of the verb is inverted, but the safest way is to put the auxiliary at the end of the clause, for then the wordorder is natural in the Dutch language, cf.

Daar is de man, dien ik verleden jaar gezien heb, or *There is the man whom I saw last year.*

Daar is de man, dien ik verleden jaar heb gezien.

§ 113. To give the student a clear insight into the use of the relative pronouns the following scheme should be studied.

Relative Pronouns

	M. S.	F. S.	N. S.	Plural
Nom.	<i>die</i>	<i>die</i>	<i>dat</i>	<i>die</i>
Acc.	<i>dien (wien)</i>	<i>die (wie)</i>	<i>dat</i>	<i>die (wie)</i>
Nom.	<i>welke</i>	<i>welke</i>	<i>hetwelk</i>	<i>welke</i>
Acc.	<i>welken</i>	<i>welkei</i>	<i>hetwelk</i>	<i>welke</i>

Relative Adjectives

Nom. <i>welke</i>	<i>welke</i>	<i>welk</i>	<i>welke</i>
Acc. <i>welken</i>	<i>welke</i>	<i>welk</i>	<i>welke</i>

From the last paradigm we see that the relative adjective *welke* has the same declension as the interrog. adj. *welke*.

§ 114. Sometimes the antecedent is a whole sentence, in which case the rel. pron. is *wat*, *hetgeen*, or *hetwelk*. The latter may only be used if there is no danger of ambiguity cf. § 113.

Hij rookte cigaretten, wat mij slecht aanstond. He smoked cigarettes which I did not like at all.

De rivier is zeer breed, hetgeen den overtocht niet gemakkelijk maakt. The river is very wide, which does not make the passage easy.

Wat is more informal and conversational; the other two are more formal.

§ 115. EXERCISES.

A

1. De boekbinder, dien ik gisteren gezien heb, is mijn neef. 2. De dame, aan wie ik dit boek gaf, was mijn tante. 3. Alles, wat ik bezit, geef ik u. 4. Het paard, waarop hij zat, ging op hol. 5. De predikant, die hier gepreekt heeft, is een uitmuntend redenaar. 6. Den onderwijzer, bij wien ik ter school ga, zag ik in den tuin. 7. Waar blijven de jongens, die beloofden te komen? 8. Waar zijn de bergen, welke met sneeuw bedekt zijn? 9. Hier is het meisje, waarop ik vertrouwde en die mij bedrogen heeft. 10. De jongen zag het hobbelpaard, dat zijn vader beloofd had te koopen. 11. Datgene, wat ik gehoord heb, zal ik niet vertellen. 12. De oplage van dit boek is beperkt, welke om-

standigheid op den prijs invloed moet hebben. 13. Hij heeft mij een lafaard genoemd, welke belediging ik niet licht vergeven zal. 14. De heer A. werd niet gekozen, welken uitslag de bladen al voorspeld hadden. 15. Hij liet mij een half uur wachten, wat mij groot verdriet deed.

B

1. The minister, who knows me, is a kind man. 2. The teacher whom I know is exacting. 3. The bookbinder to whom I gave the books, promised to bind them soon. 4. The horse of which I was thinking belonged to my neighbor. 5. All that you told me about this prisoner is true. 6. The children were happy which the mother liked. 7. Here is the messenger who brought the package. 8. He is a statesman on whom you can rely. 9. He subjected the plan which he had designed. 10. He used arguments which seemed to be unseemly. 11. What is the name of the king who built the famous temple of Jerusalem? 12. He was married to the princess of the country which had once suppressed the Jews. 13. The affair has not been treated with that care which I was accustomed to (cf. § 110, 1). 14. We have heard that the answer which the deputies received from the minister, sounds very satisfactory (cf. § 110, 1). 15. There were a number of calves, cows, horses, and colts, which animals all had been imported.

VOCABULARY

<i>de boekbinder</i> , the book-	<i>behandelen</i> , to treat.
binder.	<i>met</i> , with.
<i>bezitten</i> , to possess.	<i>de zorg</i> , f., the care.
<i>op hol gaan</i> , to run away.	<i>gewoon zijn aan</i> , <i>gewend</i>
<i>precken</i> , to preach.	<i>zijn aan</i> , to be accustomed
<i>uimuntend</i> , excellent.	to.

<i>de redenaar</i> , the orator.	<i>het antwoord</i> , the answer.
<i>ter school</i> , to school.	<i>de afgevaardigde</i> , <i>de deputaat</i> , the deputy.
<i>beloven</i> , to promise.	<i>kieszen</i> , to choose, to elect.
<i>bedekken</i> , to cover.	<i>de uitslag</i> , m., the result.
<i>vertrouwen op</i> , to confide in.	<i>de bladen</i> , the papers.
<i>bedriegen</i> , to deceive.	<i>de courant</i> , f., the paper.
<i>het hobbelpaard</i> , the hobby.	<i>voorspellen</i> , <i>voorzeggen</i> , to predict.
<i>koopcn</i> , to buy.	<i>het uur</i> , the hour.
<i>de oplage</i> , f., the edition.	<i>wachten</i> , to wait.
<i>beperkt</i> , limited.	<i>verdriet doen</i> , to grieve.
<i>de omstandigheid</i> , the circumstance.	<i>het verdriet</i> , the grief.
<i>de prijs</i> , m., the price.	<i>vriendelijk</i> , kind.
<i>involed hebben op</i> , to influence.	<i>veeleischend</i> , exacting.
<i>de lafaard</i> , the coward.	<i>spoedig</i> , <i>vlug</i> , soon.
<i>de belecdiging</i> , f., the offense.	<i>behooren aan</i> , to belong to.
<i>noemen</i> , to name.	<i>de buur</i> , m. or f., <i>de buurman</i> , <i>de buurvrouw</i> , the neighbor.
<i>licht</i> , light(ly).	<i>vertellen over</i> , <i>van</i> , to tell about.
<i>vergeven</i> , to pardon.	<i>de gevangene</i> , the prisoner.
<i>de heer</i> , the gentleman, Mr.	<i>ik houd er van</i> , <i>het doet mij</i>
<i>mijnheer</i> , Mr., Sir.	<i>genoegen</i> , I like it.
<i>de staatsman</i> , the statesman.	<i>de bode</i> , the messenger.
<i>vertrouwen op</i> , <i>aan kunnen op</i> , to rely on.	<i>het pakje</i> , the package.
<i>ondertwerpen</i> , to subject.	<i>ontvangen</i> , to receive.
<i>ontwerpen</i> , to design.	<i>de minister</i> , the minister.
<i>gebruiken</i> , to use.	<i>bevredigend</i> , satisfactory.
<i>het argument</i> , <i>de bewijsvoering</i> , f., the argument.	<i>daar was</i> (waren), there was (were).
<i>ongepast</i> , unseemly.	
<i>de naam</i> , m., the name.	

<i>bouwen</i> , to build.	<i>een aantal koeien</i> , a number
<i>beroemd</i> , famous.	of cows.
<i>was gehuwd met</i> , was married to.	<i>het veulen</i> , the colt.
	<i>het dier</i> , the animal.
<i>de prinses</i> , the princess.	<i>alle</i> (things), <i>allen</i> (persons), all.
<i>onderdrukken</i> , to suppress.	
<i>de zaak</i> , f., the affair.	<i>invoeren</i> , to import.

LESSON XXIV

Indefinite Pronouns

§ 116. The Indefinite Pronouns are to a great extent used idiomatically. We shall, therefore, give a few exx.

Men moet zien vooruit te komen, or One should try to get ahead,
or We should try to get ahead.

Wc moeten zien vooruit te komen.

Men doet zijn best en men krijgt ondank voor loon, or One does one's best and one
is paid with ingratitude.

Je doet je best en je krijgt ondank voor loon.

Wat kunnen ze toch praten, or How people can talk!

Wat kan men toch praten!

Hier is iemand om u te spreken. Here is somebody to see you.

Hebt gij zeker iemand gezien? Have you seen somebody?

Hebt gij ook iemand gezien? Have you seen anybody?

<i>Het regent.</i>	It is raining.
<i>Hij sette het op een loopen.</i>	He began to run.
<i>Hij heeft het er slecht afgebracht.</i>	He did not succeed, He failed badly.
<i>Hij heeft het warm.</i>	He is warm.
<i>Hij heeft het druk.</i>	He is busy.
<i>Hij schreeuwde het uit van plezier.</i>	He cried with pleasure.
<i>Hij heeft het op z'n kerfstok.</i>	He is the guilty one.
<i>Een mijner vrienden, or (Een vriend van mij).</i>	One of my friends.
<i>Op een der straten.</i>	In one of the streets.
<i>(Eén is er, die u hoort.</i>	There is One who hears you.)
<i>Geen wou er van weten.</i>	None would consent to it.
<i>Geen der aanwezigen.</i>	Not any of those present, None of those present.
<i>Deze en gene.</i>	This one and that one.
<i>Dezen en genen.</i>	These and those, some.
<i>'Deze of gene, De een of ander.</i>	Somebody.
<i>Wie (er) ook komt, ik ben niet te spreken.</i>	Whoever may come, I cannot see anybody.
<i>Wat (er) ook gebeurt, laat ons kalm blijven.</i>	Whatever may happen, let us stay calm.
<i>Niemand heeft mij gezien.</i>	Nobody has seen me.

§ 117. *Men* like the English word *one* is often troublesome, as it can only occur as subject. If a possessive pronoun is necessary, *zijn* may be used in a simple sentence; but in a compound sentence it is better to use *iemand*, or *je*, or *wij* as a subject, e. g.

Als iemand voor anderen If we have done our best for
zijn best heeft gedaan en others, and are rewarded
ondank is dan zijn loon, with ingratitude, we lose all
dan gaat de lust er uit. our ambition.

If *iemand* is replaced by *men*, the second *zijn* is generally replaced by *ons* or *uwe* which words resp. should be used if the subject is *wij* or *je*.

§ 118. The indefinite adjectives are also used as definite adjectives, and should be studied from exx.

(*Een*) *zeker koning.* A certain king.
Een zekere Van der Putte, or One Van der Putte.
Eene Van der Putte.
Hebt gij eenig bericht? Have you any news?
Kent gij eenig middel? Do you know any remedy?
(Leen mij eenig geld, or Lend me some money.
Lecn mij wat geld).
(Het zal eenigen tijd duren). It will last some time.
De eerste de beste winkel. The first store you may see.
Deze en gene arbeider. Some laborers.
De een of andere ster. Some star.

The exx. in parentheses are for comparison.

Rem. *Eene* as an indef. adj. is not only used before fem. but also before masc. proper nouns, e. g. **Ken je eene mijnheer Van der Putte?**

Eenig as a def. adjective means *only*, e. g. *zijn eenige zoon*, his only son; *zijn eenig kind*, his only child. *Eenig* is more an indef. numeral in expressions like **Leen mij eenig geld**, than an indef. adjective. As an indef. adj. it can only be used in the neuter singular, as an indef. numeral (see next lesson) it can be used in the neuter sing. and in the plural (e. g. **Waren er eenige mensen?** Were there any people? **Er waren er eenige**, There were some), but as a def. adj. it can be used in all genders and in both numbers. Study the following exx.

<i>Heeft U ook een (der) professor(s) gezien?</i>	Did you see any professor?
<i>Heeft U ook professoren gezien?</i>	Did you see any professors?
<i>Ik heb er enkele gezien.</i>	I saw some.
<i>Hebt U ook een dame gezien?</i>	Did you see any lady?
<i>Hebt U ook dames gezien?</i>	Did you see any ladies?
<i>Ik heb er een paar gezien.</i>	I saw a few.
<i>Hebt U misschien een kind gezien?</i>	Did you see any child?
<i>Hebt U sekere kinderen gezien?</i>	Did you see some children?
<i>Ik heb ze op den weg gezien.</i>	I saw them on the road.

The indefinite character of the English pronoun is expressed in Dutch by the indef. article or pronoun *een*, often accompanied by a genitive (e. g. *der professoren*, i. e. *van de professoren*) or by the adverbs *ook*, *misschien*, *wellicht*, which mean *perhaps* in this construction.

§ 119. EXERCISES.

A

1. Men eet om te leven, doch men leeft niet om te eten.
2. Men moet zijn best doen in de wereld, anders gaat men achteruit.
3. Ze vertellen, dat hij gestolen heeft.
4. Men zegt, dat hij een dief is.
5. Je moest eens weten, wat hij gedaan heeft.
6. Heeft ooit iemand voordeel gehad van bedrog?
7. Buiten de deur liep iemand te wachten.
8. Heeft U een brief van zeker iemand ontvangen?
9. De koopman moet het druk hebben.
10. Deze en gene zegt, dat er oorlog op til is.
11. Wie er ook gaat, ik zal thuis blijven.
12. Wat het boek ook kost, ik zal het hebben.
13. Een zeker(e) student heeft het op z'n kerfstok.
14. Is

er eenige kans op beterschap? 15. Het zal eenige weken duren. 16. Deze en gene arbeider fluistert, dat er staking in de lucht zit.

B

1. One should never forget one's parents. 2. One should help one's friends, for if one does one's duty, the deed will reward itself, and one will feel happy. 3. You may talk all you want, but I don't believe it. 4. They explain the rising and setting of the sun by the theory that the earth turns round the sun. 5. When the thief saw the police he began to run. 6. Is there anybody in the sitting-room? 7. There is nobody in the dining-room. 8. One Boekhorst was talking in the kitchen. 9. Is there any wind? 10. There were some trees in the garden. 11. Do you know the name of any of these people? 12. He asked the first policeman he saw where the school was. 13. Whatever may come we shall not despair. 14. We met a few people on our way, but we did not speak to any of them. 15. Do you know any minister in town? 16. Some weeks ago I met him on the street. 17. Have you sold any book? 18. I sold some of them. 19. Did the doctor give any hope of recovery? 20. He gave some hope, but not much.

VOCABULARY

doch, but.

de wereld, f., the world.

anders, else.

achteruitgaan, to lose ground.

zeggen, to say.

de dief, the thief.

het voordeel, the advantage.

het bedrog, the cheating.

het opgaan, the rising.

het ondergaan, the setting.

de theorie, f., the theory.

de aarde, f., the earth.

(sich) wentelen, to turn.

rond, om, round.

de politie, f., the police.

de agent, m., the policeman.

<i>van bedrog</i> , by cheating.	<i>de zitkamer</i> , the sittingroom.
<i>buiten</i> , outside.	<i>de eetkamer</i> , the diningroom.
<i>de deur</i> , f., the door.	<i>de keuken</i> , the kitchen.
<i>op til zijn</i> , to be coming, to be expected.	<i>de wind</i> , m., the wind.
<i>de oorlog</i> , m., the war.	<i>wanhopen</i> , to despair.
<i>de kans</i> , f., the chance.	<i>ontmoeten</i> , to meet.
<i>de week</i> , f., the week.	<i>menschen</i> , people.
<i>de staking</i> , the strike.	<i>het volk</i> , the people.
<i>in de lucht zitten</i> , to be in the air.	<i>onderweg</i> , on our way.
<i>vergeten</i> , to forget.	<i>spreken met, aanspreken</i> , to speak to.
<i>de ouder</i> , the parent.	<i>in de stad</i> , in town.
<i>de plicht</i> , m., the duty.	<i>gelden</i> , ago.
<i>de daad</i> , f., the deed.	<i>op straat</i> , on the street.
<i>beloonen</i> , to reward.	<i>verkoopen</i> , to sell.
<i>sich gevoelen</i> , to feel.	<i>de dokter, de geneesheer</i> , the doctor.
<i>gelukkig</i> , happy.	<i>hoop op herstel</i> , hope of recovery.
<i>praten</i> , to talk.	<i>de hoop</i> , f., the hope.
<i>uitleggen, verklaren</i> , to explain.	<i>niet veel</i> , not much.

LESSON XXV

Numerals

§ 120. In Dutch we distinguish definite and indefinite cardinals and ordinals. Here are the def. cardinals and ordinals:

- one first*
 1. één, eerste.
 2. twee, tweede.

40. veertig, veertigste.
 50. vijftig, vijftigste.

- | | |
|---|--|
| 3. <i>drie, derde.</i> | 60. <i>zestig, zestigste.</i> |
| 4. <i>vier, vierde.</i> | 70. <i>zeventig, zeventigste.</i> |
| 5. <i>viijf, vijftde.</i> | 80. <i>tachtig, tachtigste.</i> |
| 6. <i>zes, zesde.</i> | 90. <i>negentig, negentigste.</i> |
| 7. <i>seven, zevende.</i> | 100. <i>honderd, honderdste</i> |
| 8. <i>acht, achtste.</i> | 101. <i>honderd (en) een, hon-</i>
<i>derd (en) eerste.</i> |
| 9. <i>negen, negende.</i> | 102. <i>honderd twee, honderd</i>
<i>(en) tweede.</i> |
| 10. <i>tien, tiende.</i> | 200. <i>tweehonderd, tweehon-</i>
<i>derdste.</i> |
| 11. <i>elf, elfde.</i> | 203. <i>twee honderd drie, twee-</i>
<i>honderd (en) derde.</i> |
| 12. <i>twaaif, twaalfde.</i> | 1000. <i>duizend, duizendste.</i> |
| 13. <i>dertien, dertiende.</i> | 1001. <i>duizend (en) één, dui-</i>
<i>zend (en) eerste.</i> |
| 14. <i>veertien, veertiende.</i> | 4000. <i>vierduizend, vierdui-</i>
<i>zendste.</i> |
| 15. <i>vijftien, vijftiende.</i> | 1,000,000. <i>millioen, millioen-</i>
<i>ste.</i> |
| 16. <i>zestien, zestiende.</i> | |
| 17. <i>zeventien, zeventiende.</i> | |
| 18. <i>achtien, achttiende.</i> | |
| 19. <i>negentien, negentiende.</i> | |
| 20. <i>twintig, twintigste.</i> | |
| 21. <i>één en twintig, een en</i>
<i>twintigste.</i> | |
| 32. <i>twee en dertig, twee en</i>
<i>dertigste.</i> | |

The *v* and *z* of *veertig*, *vijftig*, *zestig* and *zeventig* are pronounced resp. *f* and *s*.

The ordinals are conjugated like adjectives.

§ 121. Fractions are formed like in English.

- | | |
|----------------------------------|--------------------------------------|
| <i>een half</i> , one half. | <i>een vierde</i> , one fourth. |
| <i>twee halven</i> , two halves. | <i>drie vierden</i> , three fourths. |
| <i>een derde</i> , one third. | <i>een vijfde</i> , one fifth. |
| <i>twee derden</i> , two thirds. | <i>vier vijfdén</i> , four fifths. |

Only when the fraction is followed by a noun the de-

nominator is never treated as a plural ordinal, but always as a singular ordinal, e. g.

twee derde kapitaal, two thirds of the capital.

§ 122. The definite cardinals may be used as substantive and pluralized. They take *en* in the plural, except *seven* and *negens* which take *s*. But after a preposition all take *en* in the plural.

<i>In negenen deelen.</i>	To divide into nine parts.
<i>In tweeën snijden.</i>	To cut in two.
<i>In drieën verdeelen.</i>	To divide into three parts.
<i>Hier zijn twee negens.</i>	Here are two nines.
<i>Het is bij zes(sen).</i>	It is almost six o'clock.
<i>Je raadt het in geen tienden.</i>	You cannot guess it in ten times.
<i>Het kapitaal belooft duizenden.</i>	The capital amounts to thousands.
<i>Honderden stonden er naarte kijken.</i>	There were hundreds of on-lookers.
<i>Er waren honderden toeschouwers.</i>	
<i>De elven, de twaalven.</i>	The eleven, twelve (disciples)
<i>Wij tweeën.</i>	We two.
<i>Jullie drieën.</i>	You three.
<i>Hij heeft ons drieën uitgenoodigd.</i>	He has invited us three.
<i>Met ons tweeën.</i>	(With the) two of us.
<i>Onder u(tw) drieën.¹</i>	Among the three of you.

¹ Originally the personal pronoun was only used, but gradually the possessive pronoun took its place, so that even an expression as *met z'n achten* could come into being; only with *ons* the expression does not allow a double use after a preposition.

<i>Met je (jullie) vieren.</i>	(With the) four of you.
<i>Met hen (hun) tien.</i>	(With the) ten of them.
<i>Met 'r twintigen.</i>	(With the) twenty of them.
<i>Met z'n achten.</i>	Eight of them.

§ 123. Some peculiar forms of cardinals and ordinals are the multiplicative, iterative, variative and distinctive numbers.

Exx. of multiplicative numbers are:

<i>dubbel, tweevoudig,</i>	double.
<i>driedubbel, drievoudig,</i>	threefold.
<i>vierdubbel, viervoudig,</i>	fourfold, etc.

Exx. of iterative numbers are:

<i>eens, eenmaal,</i>	once.
<i>tweemaal,</i>	twice.
<i>driemaal,</i>	thrice, etc.

Exx. of variative numbers are:

<i>eenërlei, of one kind.</i>	<i>vijsderlei, of five kinds.</i>
<i>tweeërlei, of two kinds.</i>	<i>zesderlei, of six kinds.</i>
<i>drieërlei, of three kinds.</i>	<i>achtsterlei, of eight kinds.</i>
<i>vierderlei, of four kinds.</i>	<i>twintigderlei, of twenty kinds.</i>
<i>(velerlei), of many kinds.</i>	<i>(allerlei), of all kinds, etc.</i>

Exx. of distinctive numbers are:

<i>(eerstens,) ten eerste,</i>	first.
<i>(tweedens,) ten tweede,</i>	secondly.
<i>(derdens,) ten derde,</i>	thirdly, etc.

§ 124. Many cardinals and ordinals occur in expressions of time. Study these and the others.

<i>Hoe laat is het?</i>	What time is it?
<i>Het is één uur.</i>	It is one o'clock.

<i>Half één.</i>	Half past twelve.
<i>Half twee.</i>	Half past one.
<i>Een half uur (n).</i>	Half an hour.
<i>Een kwartier (n).</i>	A quarter of an hour.
<i>Een minuut (f).</i>	A minute.
<i>De seconde (f).</i>	The second.
<i>Wacht een oogenblik.</i>	Wait a minute.
<i>Een oogenblikje.</i>	Just a minute.
<i>Kwart vóór zes.</i>	A quarter to six.
<i>Kwart over zes.</i>	A quarter past six.
<i>Tien minuten vóór seven.</i>	Ten minutes to seven.
<i>Tien minuten over seven.</i>	Ten minutes past seven.
<i>Een uur twintig.</i>	One hour twenty, 1:20.
<i>Om hoe laat?</i>	At what time?
<i>Vijf min. vóór half zes.</i>	Twenty-five minutes past five.
<i>Vijf min. over half zes.</i>	Twenty-five minutes to six.
<i>Rotterdam, 1 Mei, 1906.</i>	Rotterdam, May 1st, 1906.
<i>Hij is den vijfden Mei geboren.</i>	He was born on the fifth of May.
<i>Is U twintig jaar oud?</i>	Are you twenty years old?
<i>Om tien uur.</i>	At ten o'clock.
<i>Vóór den middag.</i>	A. M.
<i>Na den middag.</i>	P. M.
<i>Middag.</i>	Midday, noon.
<i>Middernacht.</i>	Midnight.
<i>Om 12 uur 's middags.</i>	12 o'clock noon.
<i>Om 12 uur 's nachts.</i>	12 o'clock midnight.
<i>De trein van drie uur.</i>	The 3 o'clock train.
<i>Maandag jongstleden, or</i>	Last Monday.
<i>Maandag laatstleden, or</i>	
<i>Maandag j.l. (l.l.).</i>	
<i>Komenden Maandag, or</i>	Next Monday.

Aanstaanden Maandag, or
A.s. Maandag, or
Volgenden Maandag.

§ 125. Indefinite cardinals occur in goodly numbers.

<i>Een enkel woord.</i>	A few words.
<i>Menig vorst.</i>	Many a prince.
<i>Veel geld.</i>	Much money.
<i>Elk man.</i>	Every man.
<i>Iedere vrouw.</i>	Every woman.
<i>Een iegelijk mensch.¹</i>	Every man.
<i>Een iegelijk doe zijn plicht.¹</i>	Let every one do his duty.
<i>Wat geld.</i>	Some money, any money.
<i>Eenig huisraad.</i>	Some, any furniture.
<i>Weinig werk.</i>	A little work.
<i>Luttel hoop.¹</i>	A little hope.
<i>Genoeg beweging, or</i>	Enough motion.
<i>Beweging genoeg.</i>	
<i>Al de boter.</i>	All the butter.
<i>Alle boter staat hem tegen.</i>	He dislikes any butter.
<i>Al het hout.</i>	All the wood.
<i>Alle hout is geen timmer-</i>	Not every kind of wood is
<i>hout.</i>	timber.
<i>Wat aardappelen.²</i>	Some potatoes.
<i>Enkele oliën.²</i>	Some kinds of oil.
<i>Eenige families.²</i>	Some families.
<i>Sommige aanvallen.²</i>	Some attacks.
<i>Ettelijke opmerkingen.^{1 2}</i>	Some remarks.
<i>Verscheidene mijlen.²</i>	Several miles.
<i>Veel (vele) jaren.²</i>	Many years.
<i>Al de soldaten.²</i>	All the soldiers.
<i>Alle soldaten.²</i>	All soldiers.

¹ These expressions are only used in formal language.

² These indef. cardinals may take plural nouns with them.

§ 126. If *beide* (both), *alle*, *vele*, *sommige*, *eenige*, *verscheidenc*, *enkele*, *weinige* refer to persons and are not used as adjectives they take an additional *n* as a plural sign, e. g. *Velen zijn geroepen, maar* Many are called, but few *weinigen uitverkoren.* elected.

If these words for some reason or other are felt like adjectives, the *n* is usually left off, e. g.

Vele van mijn kennissen. Many of my acquaintances.
Enkele van zijn tegenstanders. Some of his opponents.

§ 127. Some numerals when used as adjectives may in English stand before the article, but in Dutch this is only the case with *heel*, and sometimes with *gansch*.

Heel de stad, or The whole city.

De heele stad.

De gansche vlakte. The whole plain.

De taal is gansch het volk. The language is the whole people.

Het halve bedrag. Half the amount.

Het dubbele geld. Twice the money.

§ 128. The indefinite ordinals are *middelste*, *laatste*, *hoeveelste*, and *zooveelste*.

Het middelste cijfer. The figure in the middle.

Het laatste nieuws. The latest news.

Het hoeveelste getal? Which number in order?

De zooveelste bladzij. Page number so and so.

All these together with the definite ordinals take the *n*, if they are used in the plural as nouns and refer to persons. e. g.—

Vele eersten zullen de laatsten zijn. Many first shall be last.

§ 129. Finally, we should point out an idiomatic use of *er* with some constructions in which numbers are used. *Er* is in this case not the adverb *daar*, but an abbreviation of *der*, which means *of them*.

Deze pennen kosten vijf cent These pens cost five cents the
het dozijn. dozen.

Een halve gulden het gros. Half a guilder per gross.

Vier gulden de duizend. Four guilders per thousand.

Ik zal er honderd (van) I'll take a hundred (of them)
meenemen. along.

Hier heb je er vijftig. Here you have fifty.

From the first sentence it also appears that modifiers of value do not pluralize the noun, if a cardinal preceeds, e. g. we say *vijf voet*, five feet, *acht duim*, eight inches, *zes jaar*, six years. Only the words *rijksdaalder* (dollar), *stuiver* (five cents), *kwartje* (quarter), *dubbeltje* (ten cents), cent and quarter meaning one hundredth and one fourth of a guilder, should be pluralized in modifiers of value.

§ 130. EXERCISES.

A

1. Den negenden September ben ik geboren. 2. De huurder betaalde twee derde huishuur aan zijn huisbaas. 3. Twee derden is evenveel als vier zesden. 4. De kaart werd in twaalfen gedeeld. 5. De elven groeiden spoedig aan tot duizenden. 6. Wij zijn met ons (*or zijn*) achten. 7. Met zijn tien en gingen de jongens naar het park. 8. De dief betaalde het gestolene driedubbel terug. 9. Vóór den Zondvloed was de aarde van eenerlei spraak. 10. Wij moeten vertrekken met den trein van twintig minuten vóór zes na den middag. 11. Maandag j.l. heb ik mijn oom ontmoet. 12. Menig rijk vorst heeft minder geluk dan zijn armste

onderdanen. 13. Alle ijzer is niet bruikbaar. 14. Velen verliezen het belang van anderen uit het oog. 15. Sommige menschen onderscheiden zich door een scherp blik. 16. Genieën worden slechts eens in de duizend jaar geboren. 17. Het heele land kwam in beweging. 18. De hoeveelste eeuw beleven wij nu? 19. Wij hebben er negentien gehad na Christus. 20. Elke drie maand breekt er een nieuw kwartaal aan.

B

1. I have twenty-seven books and sixty-eight pens. 2. The seventeenth day of this month I am going to Chicago. 3. The fourth of July we celebrate as the date of American Independence. 4. You will find the statement on the 120th page of this book. 5. Naomi and Ruth were both kind. 6. The fourth number of the second row indicates the date of my birth. 7. These books cost a dollar per dozen. 8. I'll give you these ten for fifty cents. 9. I shall take six of them. 10. He cut the bread in two. 11. You must write two sixes and five nines. 12. It is almost ten o'clock. 13. The apple was divided into seven parts. 14. The capital amounts to millions. 15. Some flowers flourish late. 16. Some were not content. 17. Two halves make a whole. 18. The last man of the first row walked out. 19. The sixth of June we stayed home. 20. The three to five train came in rather late.

VOCABULARY

<i>Maand., or Maandag,</i>	Monday	<i>aanbreken,</i>	to begin.
day.		<i>als,</i>	as.
<i>Dinsdag,</i>	Tuesday.	<i>de datum,</i>	m., the date.
<i>Woensdag,</i>	Wednesday.	<i>Amerikaansch,</i>	American.
<i>Donderdag,</i>	Thursday.	<i>Onafhankelijkheid,</i>	Independence.
<i>Vrijdag,</i>	Friday.		

<i>Zaterdag</i> , Saturday.	<i>de bladzij(de)</i> , (pl. <i>bladsijden</i>), the page.
<i>Zondag</i> , Sunday.	<i>het getal</i> , the number.
<i>Januari (Jan.)</i> , January.	<i>de rij</i> , f., the row.
<i>Februari (Feb.)</i> , February.	<i>aanwijzen</i> , to indicate.
<i>Maart (Mrt.)</i> , March.	<i>de geboorte</i> , the birth.
<i>April (Apr.)</i> , April.	<i>de huurder</i> (m.), the tenant.
<i>Mei (Mei)</i> , May.	<i>de huisbaas</i> , the landlord.
<i>Juni (Jun.)</i> , June.	<i>de rente</i> , the rent. the interest.
<i>Juli (Jul.)</i> , July.	<i>de huishuur</i> , f., the rent.
<i>Augustus (Aug.)</i> , August.	<i>de kaart</i> , f., the map.
<i>September (Sept.)</i> , September.	<i>aangroeien tot</i> , to increase to.
<i>October (Oct.)</i> , October.	<i>het park</i> , the park.
<i>November (Nov.)</i> , November.	<i>terugbetalen</i> , to pay back.
<i>December (Dec.)</i> , December.	<i>iet gestolene</i> , the stolen things.
<i>sich onderscheiden</i> , to distinguish oneself.	<i>de zondvloed</i> , m., the deluge.
<i>scherp</i> , sharp, keen.	<i>de spraak</i> , f., the language.
<i>de blik</i> , m., the glance, the insight.	<i>de onderdaan</i> , the subject.
<i>het genie</i> , the genius.	<i>is bruikbaar</i> , can be used.
<i>slechts</i> , only.	<i>het belang</i> , the interest.
<i>de beweging</i> , the motion.	<i>anderen</i> , others.
<i>de eeuw</i> , f., the century.	<i>uit het oog verliezen</i> , to lose sight of.
<i>beleven</i> , to live in.	<i>de bloem</i> , f., the flower.
<i>nu</i> , now.	<i>bloeien</i> , to flourish.
<i>het kwartaal</i> , the quarter of the year.	<i>laat</i> , late.
<i>vieren, feestvieren</i> , to celebrate.	<i>tevreden</i> , content.
	<i>het geheel</i> , the whole.
	<i>(er) uitgaan</i> , to walk out.
	<i>binnenkomen, aankomen</i> , to come in.
	<i>tamelijk</i> , rather.

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